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ABSTRACT

A long range plan is presented explaining how the Lorado Taft Field Campus of NIU might be most effectively used and how the resource might be best developed to serve the students. Idealized positions applicable to the development of the campus and the use and conservation of its resources are considered. Proposals for land use and facility requirements are included. (FS)

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A LONG RANGE LAND AND FACILITIES DEVELOPMENT PLAN

for

THE LORADO TAFT FIELD CAMPUS

of

NORTHERN ILLINOIS UNIVERSITY

(1968)

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PREFACE

Prior to 1965, considerable concern was being expressed by faculty members in the Department of Outdoor Teacher Education about the rapid increase in the number of individuals using the Lorado Taft Field Campus facilities, the need for additional buildings and facilities, and the effect of this use on the natural resources of the area. Beauty spots were occasionally defaced, rare species of plants appeared in need of protection or encouragement, some areas of the campus received little use and others were overused or abused. In addition, facilities such as dormitories and classrooms were overtaxed in many ways and groups were being turned away. Concern was also evident relative to the apparent lack of a long range view as to how the campus might be most effectively used and how the resources might be best developed to serve the students of Northern Illinois University.

At the time additional land was purchased in 1965, the faculty requested that the director appoint a committee to plan the use of this new land and to consider other facets of campus development. Subsequently the director of the field campus established the Long Range Planning Committee to:

1. Consider plans for developing the Lorado Taft Field Campus and the use and conservation of its resources.

2. Formulate, review, and consider proposals for land use and management.

Although the L.R.P.C. had no charge or responsibility for planning the educational program, providing direction, or considering changes in this program, it was faced with the necessity of anticipating avenues or directions that it might take. Substantial changes or deviations from the instructional program existing in the midsixties may or may not have serious implications for campus development and resource use. As the projections for campus use, programs, and the requirements of students, faculty, and the resources were expected to constantly change, the committee saw long range planning as a continuing process and its function as one that only begins with the submission of this report.

The L.R.P.C. was in existence about two years at the time of this report. During this period of time the members developed their own perspectives about the functions and purposes of the committee and developed a Guide for Making the Long Range Study as an outline for their deliberations and writing (See Appendix A). They sought and obtained the advice and counsel of the faculty members at the Lorado Taft Field Campus and at the Northern Illinois University campus at DeKalb concerning aspects of campus development and attempted to construct a proposal generally compatable with the philosophy and positions of the staff members as well as one that would serve as a basis for subsequent planning and development.

INTRODUCTION

The Lorado Taft Field Campus consists of 145 acres and includes the site of Lorado Taft's Eagle's Nest art colony and adjacent farm and woodland purchased in 1965. The art colony flourished during the first quarter of the century but gradually diminished following Taft's death, finally closing in 1942.

The Eagle's Nest property, held on lease by the artists from the Heckman estate, was attached to Lowden State Park but remained in an unimproved state until 1951. At that time, the legislature deeded the 66 acres of wooded land and derelict buildings to Northern Illinois University. A photograph of Adlai E. Stevenson, Jr., then Governor of Illinois, signing the bill hangs today in Taft House.

The almost useless summer cottages remaining on the property in 1951, have since been rebuilt and converted to quite comfortable year-around buildings. Two totally new buildings, Clarkson Dormitory and Harrison Dining Hall, were added in 1961. In 1968, there were ten modern attractive buildings on the site.

The development of the academic program at Taft Campus paralleled its physical growth. Key events were the offering of a biological science field course in the summer of 1952, and two outdoor education courses as early as 1954.

The first senior block of elementary education majors arrived at the field campus in September, 1954. The first use by public school children followed closely, launching a pattern of operation which was essentially unchanged at the time of the survey.

In the spring of 1963, the Teachers College Board approved the Master of Science degree in Outdoor Teacher Education. By June, 1968, twenty three master's degrees had been granted.

Changes in the number of faculty and civil service positions further illustrate the growth of the program at the field campus. In 1954 at the time the first senior blocks worked with public school children, three faculty positions were authorized. In 1968, eleven faculty positions (including the director) were authorized. Table I provides additional information about the growth of faculty and civil service positions authorized at Lorado Taft Field Campus.

TABLE I

FACULTY AND CIVIL SERVICE POSITIONS AT LORADO TAFT FIELD CAMPUS

	Year													
Position	54 55	55 56	56 57	57 58	58 59	59 60	60 61	61 62	62 63	63 64	64 65	65 66	66 67	67 68
Faculty	3	3	3	4	4	4	5	6	6	7	7	9	10	11
Secretarial	1	1	1	1	1	1	1	2	2	2	2	2	2	2
Buildings & Grounds	1	2	2	2	2	3	3	3	3	4	4	4	5	6
Food Service	2	2	2	2	2	3	3	3	3	4	4	4	5	5
Library													1	1
Total	7	8	8	9	9	11	12	14	14	17	17	19	23	25

LOAD PROJECTIONS FOR THE LORADO TAFT FIELD CAMPUS

At the time of this study, the field campus primarily served undergraduates during the academic year, and graduate students in O.T.E., Education and Art during the summer sessions. Service was also provided to other groups on a week-end or day basis throughout the entire year.

Projections of campus use were dependent upon a variety of factors including (1) university growth, programs, and policies, (2) the availability of the campus to those wishing to use it, and (3) the existence of facilities and accommodations of the type wanted by potential users. The extent to which the campus was used increased markedly in the five years preceeding the study. The demand for these facilities was expected to continue to grow at a similar rate....

The Undergraduate Program in Outdoor Teacher Education

Academic year. The academic year program for undergraduates in Outdoor Teacher Education had consisted principally of service to Elementary Education's "block program" at the junior and senior levels. In addition service was being provided for Women's Physical Education, Men's Physical Education, Biological Sciences, Industry and Technology, and Secondary Education. Groups from outside Elementary Education, in total,were using the field campus little more than the equivalent of two weeks per semester.

Despite experimentations and occasional deviations from the pattern, substantial changes in the type and amount of service by the field campus for each junior and senior elementary education block were not expected during the foreseeable future. In effect, if facilities were available, each junior elementary education block was expected to be at the field campus for a three day period and each senior elementary education block was expected to require one five day week in residence with approximately sixty children.

Table II contains projections of the number of junior and senior elementary education blocks expected to require service. The number of senior blocks was expected to nearly double, rising from 19 in 1966-67 to 30 in 1970-71 and then to 38 in 1974-75. Junior blocks were expected to rise at a similar rate, increasing from 22 in 1966 to 32 in 1970-71 and to more than 40 in 1975-76.

TABLE II

ELEMENTARY EDUCATION ENROLLMENTS AND PROJECTIONS, 1965-1976

Year	Total University Enrollment	Educ. 375 Junior Students	Total Junior Blocks	Educ. 476 Senior Students	Total Senior Blocks
65-66	14,688	463	20	451	17
66-67	16,440	596	20	451	17
67-68	18,057	768	24	628	22
68-69	19,854	685	26	617	24
69-70	21,528	753	30	678	28
70-71	23,887	836	32	752	30
71-72	25,775	906	36	815	32
72-73	27,506	963	38	867	34
73-74	28,903	1,012	40	911	36
74-75	30,086	1,053	42	948	38
75-76	31,182	1,091	44	982	40

These projections were based on the following assumptions:

1. Total university enrollment projections hold. Refer to Northern Illinois University Enrollment Projections to 1980 #57-A-67, Bureau of University Research, October, 1967.

2. Elementary education majors remained at 3½% of the total university enrollment.

3. Enrollment as Elementary Education Majors was not restricted to a certain number of students.

4. Average student enrollment per "block" was approximately 25.

5. "Block schedule" was continued (rather than some other form of curricular organization).

6. Student drop-out rate between junior and senior blocks remained at about 10%.

There were 24 to 25 weeks in the academic year in which senior blocks could be scheduled under a Monday through Friday arrangement. All weeks containing fewer than five university days were ruled out for senior purposes. In addition the first week of each semester was usually considered to be unusable for senior purposes because of the need for planning before coming to the field campus. One or two weeks might have been gained for senior purposes by using part of a week-end in connection with a "short week" or by reducing the experience to four or fewer days.

If these shortened weeks could be used in the senior block program, by 1969 each week that could be made suitable would be scheduled for senior purposes. To accommodate junior blocks, several of these would have to be scheduled during the "three day" university weeks and the others would have to be in residence with senior blocks.

If the projections held, the existing program continued, and unless other arrangements were made, two senior blocks would be scheduled concurrently at the field campus most weeks by 1969 or 1970.

Summer Session. Use of the field campus by undergraduates during summer sessions consisted mostly of a few enrollees in the basic art courses and Outdoor Teacher Education 410, 415, and 417. Although the Outdoor Teacher Education Department and other departments had sporatically offered courses for undergraduates in the past, undergraduates were not expected to be a greater portion of the total summer enrollment during the next decade at the time of this report. Outdoor Teacher Education offered its undergraduate science course (OTE 315) in 1965.

The Graduate Program

The graduate program in Outdoor Teacher Education had grown both in numbers of students to be served and courses offered during the five years preceeding this report. This growth was expected to continue.

Academic year. The academic year graduate program in Outdoor Teacher Education was expected to consist primarily of courses offered in extension centers (OTE 410 and 405). OTE 410 and 504 were also offered at the DeKalb campus for resident credit. This phase of the program required or was expected to require little in the way of field campus facilities. It appeared, however, as if it would require an increasingly greater portion of the graduate faculty's time and energies.

In addition, increasing numbers of students were expected to enroll in OTE 525 (Individual Study). In most cases these students would not be in residence at the field campus, but would create a demand for additional staff time.

New courses were being considered at the time of the study and may be offered during the decade. These included a seminar course, a nature photography course, and a course devoted to resident programs in outdoor education. None of these, however, was expected to place any significant burden on facilities or staff time during the academic year.

Summer session. The campus summer session program in Outdoor Teacher Education had grown from a single offering to a program in 1968 of four courses during the "Three Week Session" and five courses during the "Five Week Session." At that time, greatest enrollments were in OTE 410, 415, and 417. OTE 410 and 415 were offered during each of the sessions. OTE 417 was offered only during the "Three Week Session."

Some indication existed that an additional section of OTE 410 would "fill" in the future. Furthermore, OTE 417 appeared as if it might fill during each session at a future date and it might be necessary to offer OTE 410 in extension during future summer sessions if the campus facilities were not enlarged to accommodate an additional section of the course.

Enrollments in other OTE courses were small in 1968 and consisted mostly of departmental majors working toward master's degrees. Even if their numbers increased substantially, additional sections of these courses did not appear to be needed.

The use of the field campus by inservice teacher workshops in outdoor education, conservation education, or similar fields had grown and was expected to increase substantially over the next decade. The degree to which such use of the campus increased appeared to depend primarily on the availability of the campus to these groups, and the emphasis placed on such activity by the field campus staff, and ability of the facility to accommodate them.

Field Campus Use by Other Departments and Colleges

Invitations were extended by the Director of the Field Campus to other departments and colleges of Northern Illinois University to propose ways they would use the field campus, its staff, and its facilities. In addition, individual faculty members had attempted contacts with other groups to reiterate his invitation. By and large, these groups expressed little indication of the wish or desire to make substantial use of the field campus or that they wanted extensive facilities at this site in the next decade. The most notable exception to this was the Art Department that foresaw a need for substantial additonal facilities for its program.

Academic year. The field campus resources had received but slight use by departments outside the College of Education during the academic year. In the College of Education, the field campus facilities had been of service mostly to the junior and senior elementary education blocks. They were expected to continue to be the main users of the field campus. Interest had been expressed by individuals in the science departments in offering one or more of their courses at the field campus and of bringing classes on repeated trips to this site for collecting and project purposes. These same individuals expressed interest in using the field campus for graduate research purposes. Such use, however, appeared to be contingent on the presence of suitable laboratory and residence facilities.

At best, the number of academic year classes not involving the Department of Outdoor Teacher Education and students to be accommodated from so called "outside" departments were not expected to be a major portion of the total served at the field campus during the next decade.

Summer session. Several "outside" departments had offered courses at the field campus during summer sessions. In 1966 and 1967 these included graduate courses in Education and the extensive offerings of the Art Department. In addition, the Biological Sciences Department offered a course, Biological Conservation (406) in 1968. Other departments occasionally offered courses during summer sessions.

Increased use of the field campus by these and other groups was expected in subsequent summer sessions. In particular, additional art courses, additional biological science courses, an earth science course, one or more physical education courses, and additional education courses were projected. These courses and increases in the enrollments in those then offered appeared as if they could result in doubling of the summer session enrollment outside the Outdoor Teacher Education Department were facilities available.

The facilities available were expected to play an important role in determining the number and variety of courses provided inside and outside the Outdoor Teacher Education Department. As early as 1967 crowding was evident. If the offerings and enrollments were to increase substantially, additional facilites were necessary. Unless these were provided, it appeared as if limits would have to be placed on those wanting to use the facility.

Some concern existed about the possibility of losing the "flavor" and the "Taft atmosphere" if the total summer session enrollment grew beyond 500 students. If this were a factor of importance, the university may have to decide to limit the size of the summer session. Doing so would affect the use of the facility by other departments as well as the Outdoor Teacher

Education Department and would reduce the need for extensive additional facilities during summer sessions.

Field Campus Use by Non-University Groups

The Lorado Taft Field Campus had been used by non-university groups as a place for meetings and conferences at an increasing rate. In instances this use had been directly related to the primary function of the university and field campus, but in other cases there was little connection. In general, the policy was to make the facility available to groups wanting it as long as the schedule would permit. Administrators had decided that the campus would not be available to some religious, political, and purely social groups. (See Facilities Use Policy - Appendix B).

The use of the campus as a center for regional and area educational meetings was expected to increase and occupy most of the available week-ends. Much of the time not used in this was expected to be occupied by teacher institutes, by school districts using the campus as a site for inservice programs in outdoor education and by extension classes holding one or two sessions on the campus to avail themselves of its resources. The limiting factor in the next decade was expected to be the space available to such groups -- the demand being greater than could be satisfied unless substantial additional facilities were provided.

POSITIONS FOR DEVELOPING AND USING THE LORADO TAFT FIELD CAMPUS

In this section are set forth "idealized positions" applicable to the use and development of the Lorado Taft Field Campus resources. Position statements were solicited from individual faculty members of the Department of Outdoor Teacher Education relative to what they wanted at the field campus. These were reviewed by the Long Range Planning Committee and accepted, rejected, or amended until they gained acceptance. Hence, this section contains the viewpoint of this committee and at least a majority of the field campus faculty. In some instances near consensus was not obtainable and conflicting or opposing viewpoints exist.

This section sets forth the position of the planning committee as to what "ought" or "should" be. It describes what the committee ideally wishes in the way of land use at the field campus over the long term. Formulation of these positions and a philosophy for using the Lorado Taft Field Campus were prerequisite to development of long-range plans. Proposals for campus development needed to be consistent with these positions.

Since limitations in the way of resources, funds, staff, number of persons to be served, and external controls were expected there was no expectation that all situations described or idealized in this section could be fully attained. Compromises were expected. The goal was a plan as near to the "ideal" as these limitations would allow.

I. LAND AND NATURAL FEATURES

The Lorado Taft Field Campus, its land, and its facilities were obtained by Northern Illinois University primarily for the purpose of preparing teachers to effectively utilize the out-of-doors. In any program for campus development, this purpose had to receive primary consideration. Other objectives or considerations were secondary and could be met only to the degree they did not seriously detract from this function.

A program to most fully satisfy the teacher preparation function of the campus was expected to frequently compete with the desire to maintain a "natural" or "undisturbed environment." Similar competition results whenever man develops or uses a natural resource. In instances renewal is possible; at other times deterioration results.

Teaching and learning by first-hand or direct experiences was and is a tenet of outdoor and outdoor teacher education. Pupils become directly involved in learning and teaching experiences that, by their very nature, disturb the area and eventually destroy some natural aspects. Furthermore, to properly attain the teacher preparation functions -- a wide variety of outdoor experiences must be provided for students. Herein is reason for the deliberate alteration, cultivation, construction, or destruction of some land and natural features.

Competing is a second tenet that requires that many of the outdoor learning and teaching experiences take place in natural or little disturbed areas. Furthermore, the campus was to be used for an extended period of time and there was no expectation that these resources would be used only until their natural aspects were diminished and then new acreage acquired. Even if such a program of exploitation were possible, it would be inconsistent with the conservation attitudes and appreciations aspects of teacher education.

Obviously such divergence exists in varying degrees. Designation of an area as "prairie" to provide experiences along this line and removal of competitive plant and animal forms illustrates one way this conflict arises. Importation of plant and animal types and their cultivation to broaden and enrich pupil experiences is an even more drastic departure from the "natural situation."

More severe forms of the conflict arise relative to collections of wild flowers and fossils. Collecting and pressing plant specimens may be justifiable as part of the teacher education program and frequently may be highly desirable. Barren, or at least flowerless hillsides might soon result were these not handled properly At the same level the wish to allow teachers and children to "find a fossil in place" competes with the desire to retain the beauty and experiences obtainable from natural rock outcroppings.

In view of these opposing needs, a dilemma seemed apparent -- the need "to have one's cake and eat it too." This committee maintained that through proper management and zoning the effect of such competition could be minim The position was that the resources of the field campus were of such variety and magnitude as to allow for both needs -- areas of the campus should be maintained and left relatively undisturbed and other areas should be managed to provide students with a variety of involvement experiences.

Establishment of Special Use Areas and Zoning

Since a wide variety of outdoor experiences should be available for students in a teacher education program the campus would be zoned for use. A comprehensive program of use for each area of the campus should be instituted. This should be as consistent as possible with the involvement needs of the teacher education program and the wish to maintain some natural and undisturbed areas. These zones should provide students opportunities to work with flora and fauna of Northern Illinois not naturally found on the campus lands as well as that found in a natural state. Many teachers, for instance, lack contact with Illinois agriculture or its commercial forests, yet must help children to develop concepts about these industries. Outdoor experiences in many schools will be limited to manicured areas -- school lawns, landscapings, hedges, etc. Hence, these resources should be available to teachers when at Taft.

The zoning program should be designated and expressed to suggest activities and experiences possible in a particular area. The restrictions, however, should be made clear to all those using the campus. Exceptions should be infrequent and made only by the campus director. The zoning program should be reviewed periodically by the faculty.

Natural or limited use areas. Portions of the campus should be set aside as natural or "undisturbed" areas. Areas set aside for this purpose should include sections of the campus that had not recently been disturbed, agricultural land, cutover areas, scenic or beauty spots, areas containing special plants, and certain outcroppings.

The educational activity allowed in these areas should primarily be observational. Generally, students should be restricted to trails and asked to disturb nothing in the area. Picking, pulling, chipping, collecting, moving, removing, etc. would not be permitted.

The management given these areas would be to leave them alone. Although compromises may be necessary to insure student safety, these will be infrequent. Removal of dead trees, shrubbery, weeds, etc, would be inconsistent with the purposes for which these areas are designated.

Succession areas. Stages of plant or animal succession following a disturbance are complex, partially predictable, and valuable for teaching the relationships, dependencies, and requirements of living organisms. Therefore, some acreage should be used to illustrate the shifts that take place as plots of bare, plowed, or cutover land were left alone.

These plots should be large enough to simulate natural progression. Careful records of the growth, spread, and changes in the number and variety of organisms in these plots should be maintained. Comparisons should be made of the changes taking place in comparable plots at different levels of development. There may also be merit and value in having a succession plot periodically (say at 10 year intervals) set back to a bare or plowed state.

The succession plots would have educational values other than simply allowing students to observe and study plant and animal communities and to record evidence of changes taking place. Such activities would be a form of real research that directly involves students. Participation in biological research may increase students' understanding and appreciations of the methods and rigors of science.

Land conservation areas. Although the concept of conservation has many facets, school instruction had centered about soil and water and their relationships to agricultural and forest land. Because these aspects of conservation were emphasized in elementary school classrooms and substantial space was devoted to this area in Illinois textbooks, one would expect that children would be thoroughly "indoctrinated" in the "need" and the methods required to maintain these resources. Considerable evidence existed to the contrary, however.

Part of the difficulty may be that few children actually got to see the conservation practices about which they read and talked. Furthermore, few teachers had such opportunities or could recognize situations in which approved conservation practices were being used. Herein lies a weakness of many programs of conservation education.

An outstanding resource at the field campus was a gully erosion area where students could visualize erosion processes in action. This resource, however, goes only part way and tells only half of the story. Also needed are demonstrations showing ways erosive forces are tamed and their effects minimized -- ways that man attempts to keep his soil in place. Examples of contour farming, grassed waterways, check-dams, and gully plantings should be developed.

Additionally, the effectiveness of attempts to develop conservation concepts in natural or wooded areas needed to be examined. When teaching about water or air pollution one is not likely to spend all his time examining streams and the air of the higher Rockies. Why attempt to teach soil erosion in an area that is not eroding? This approach obscured the "need" or "urgency" concept and provided no way to illustrate what changes take place. Furthermore, no controls could be demonstrated, and no attempt was made to show man's influence. All these components of conservation could and should be available in the field campus program.

Erosion areas. Examples in which erosion can be seen taking place at an uncontrolled and rapid rate are important to conservation teaching. Although the "gully" at Taft illustrated the forces and effects of erosion, it was incomplete. No illustrations on land being used and mismanaged by man were available.

Some of the steepest agricultural land on the field campus might be farmed to show what happens when the basic rules of soil conservation are disregarded. The area should be cropped continuously, the litter removed, and tillage directed up and down the slope. Runoff channels should be kept bare and loose to illustrate how gullys originate when land is abused. Ultimately, restoration measures would be applied to the plots demonstrating steps employed to halt or slow erosion processes and their inadequacy.

Pond. Many schools have pondlike resources that could provide many teaching and learning activities if teachers know how to utilize them. A pond should be provided on the field campus by impounding run off or by excavating a site near the gully mouth to below river level. This could serve as a habitat for a different variety of plant and animal types and would be very useful in the instructional program.

Plantings. Teachers face many plant types when working outdoors. Sometimes they work in naturally wooded areas, but in other instances their outdoor activities must be confined to foundation plantings or lawns. Frequently the outdoor teaching is done on agricultural land or vacant lots. Furthermore, some Northern Illinois University graduates have had their sole direct experiences with living plants at the field campus.

Hence, many plant types should be available for instructional use. A way to obtain such variety was to provide arboretum plantings. Another was to assist small populations to grow and spread. As a result NIU teachers would be able to utilize the flora that is available, and they will be more aware of the value of areas existing near them. Pine forests or weedy vacant lots seem to have few teaching opportunities to teachers lacking experiences in them.

These plantings should include as many as possible of the species of trees, shrubs, and other perennials commonly found growing naturally in Illinois and in landscapes. They should be made at intervals to provide specimens of varying stages of maturity. Encouragement should be given to species now scarce or unable to successfully compete. In particular, several "prairie areas" should be encouraged. Small stands of conifers should also receive assistance. Other types of flora undoubtedly require special consideration.

Field crops. The production of field crops continues to be one of the most important primary industries in Illinois. Furthermore, the source of man's food, once taken for granted, is becoming a real concern. With the help of their teachers, children will develop concepts about farms and farming. As a result a need exists for teachers to have some farm experiences in their preparation programs.

Until recently the majority of our teachers came from rural areas. Recently this has changed, and most elementary education majors now answer in the negative when asked if they have ever walked in a corn field. A similar response would be given if the question dealt with other major Illinois field crops. Since such experiences may result in appreciations having considerable effect on the social studies and science programs provided by these teachers, small plots of some of the major agricultural crops of Illinois should be available at the field campus.

Nuts and fruit crops. Many kinds of fruit and nut trees are commercially grown in Illinois. Teachers come into contact with some of these in outdoor laboratories or when utilizing the resources near to schools. Some commercial varieties are among the trees in wooded sites used for field trips.

Such trees may help to give meaning to social studies programs and be of value in science teaching. The ways man utilizes fruit and nut trees for food, lumber, and shade may serve social studies units at several grade levels. Comparing the growth habits and requirements of commercial varieties to those of native or "wild" types may give application to science units in plant growth.

The teaching opportunities in the lone apple or cherry trees across the street from the school will not be evident to a teacher who has never picked tree fruit. Providing opportunities to harvest fruit or nuts may result in some appreciations that will serve well in the classroom.

A few specimens of each type could be provided at convenient points on the campus. They should be handled as if they were in a commercial orchard and receive the same cultural practices as commercial trees. Some students would have an opportunity to participate in this work and to obtain some idea of their culture.

Farm animals. Several types of farm animals should be available at or nearby the field campus for instructional purposes. Such animals are often mentioned in children's books and teachers help to develop children's concepts about the sources of many meat and animal products and the uses that man makes of his livestock. Study of the Chicago packing plants, dairying in northern Illinois, or of worldwide hunger is remote to children that have never been near a cow, pig, or other farm animal. If their teachers have not had such experiences or know nothing of the difference between dairy and beef cattle, for instance, the problem is compounded. Children often say that their experiences of feeding and caring for farm animals when at resident outdoor schools are among the highlights of their visit.

Hence, part of the agricultural land should eventually be for pasture purposes. Calves and sheep should be kept as long as practical. This program could be enriched by adding a few examples of poultry, rabbits, and other "pettable animals" for children to handle.

In addition, stand-by arrangements should be made with nearby farmers to allow children and teachers to come to their farms when the instructional program requires such experiences. Arrangements might also be made with these farmers to loan or rent animals to the campus for student use.

Bird trapping and feeding. Highlighting many pupils' experiences at the field campus was the bird banding program. Several values can be set forth for this program, part of which were not now fully utilized and which should be incorporated into the instructional program.

Bird trapping was done at erratic intervals and at one point on the campus. Although this allowed students to see birds being banded, this program needed improvement. It should be expanded and should be conducted on a regularily scheduled basis. Stations should be established at several sites on the campus to enable taking a greater variety of birds. Trapping should be on a regular basis a day or two each week throughout the year, and the records of birds taken on these days should be segregated from those taken on other days.

This program would provide comparative information from month to month and year to year. This type of research would add to the instructional program and greatly aid in developing concepts about migration, population cycles, weather effects etc.

Animal populations. Sightings of deer and other larger wild animals often highlight university students' stay at the field campus. Seeing such animals may do much to help NIU students to appreciate wildlife. A teacher who has never seen an animal "running free" may have difficulty stirring concern for such creatures. Like many other aspects of curriculum, such teaching may be far removed from the child and the teacher's real world.

Students often found evidence of wild animals while at Lorado Taft, but actual sightings were infrequent. Opportunities for these would be improved by a program to encourage increases in the number of such animals and to bring them to points where they might be seen. This would require that part of the crop acreage remain unharvested, and placing salt where the animals could be observed from a distance.

Involvement areas. Direct experience or involvement activities are emphasized in outdoor education programs. By their very nature some of these activities must result in the alteration or "destruction" of a campus resource.

Special sites or zones need to be provided for these activities to minimize their effect on the entire acreage. Students would be able to "do things" here not permissable elsewhere. Setting aside sites for such purposes does not imply wanton or uncontrolled alteration of these resources. Rather, they should be utilized so they best contribute to the program. To illustrate -- more realistic experiences and more accurate concepts result if students chipped at "fossil outcroppings" as they studied the geologic formation of the campus area than if they were to search over the bottom of an eroded, picked-over streambed.

Other sites in this category include areas in which students may harvest trees, dig and excavate, collect specimens of all types and make constructions. By the same token, sites might also be established at which students plant trees and other plants and record their locations for reference.

Supply and collection areas. Restrictions have been placed on the construction of terrariums and collections of several types of organisms. Such restrictions will become more rigid as time elapses and the corridor within which children and NIU students are permitted to work will narrow unless ample provisions are made. The feasibility of a program to encourage the growth and development of the materials commonly collected and used by students for displays, terrariums, study and other types of collections should be determined. This might be some form of "garden" of mosses, lichens, fungi, and other similar types.

One position held that having students participate in projects requiring the use of such materials was inconsistent with the outcomes wanted from the program. Although the campus faculty may wish to either encourage or discourage such activities, teachers need to learn what can and cannot be used. Furthermore, the availability of these materials varies from area to area. If the field campus objectives can be achieved by having students construct projects or collections of living materials, provisions should be made to provide the specimens they require. An alternate way to provide supplies of mosses, lichens, fungi, flowers, and the like would be to establish collecting areas or zones. Removal of specimens would be limited to a section of this area until a danger level is reached. Then collecting would be excluded from this area until it recovered and another section used. Obviously such collection areas must be distant from the heavily used portions of the campus.

Roads, paths, and trails. Adequate roads, paths, and trails should be provided according to established guidelines and criteria. The only road on the campus should lead from the highway to the building area. In constructing this road, no attempt should be made to provide a straight speedway. It should contain gentle curves, blend into the terrain and should be as inconspicuous as possible.

Stone or brick paths should be located between all heavily used points. Students should be able to move from building to building without detours and leaving paths. All should be of sufficient width to allow at least two persons to walk abreast.

Trails should be constructed to allow the effective utilization of all parts of the campus -- especially the north and east portions. They should lead to areas of the campus barely being utilized so as to remove pressure from the gully, and would be valuable in the evening instructional program.

These access trails should be loops beginning and ending at the buildings. In each case they should lead to instructional areas or teaching stations, and should be marked to aid students to know the time required to return to the point of origin. Privies and shelters should be erected near the trails at the extreme northeast portion of the campus. Heavily used trails should be maintained and be covered with wood chips.

A demonstration "nature trail" and trails for special purposes should also be developed to illustrate and test various types and forms of teaching or self-teaching aids. These are frequently considered and developed by schools and teachers. Hence, the field campus should contain examples of the better types and kinds for demonstration purposes.

II. USE OF LAND AND FACILITIES

Student and Pupil Use of Campus Areas

University students and public school pupils should be encouraged to use the field campus, but to leave it in substantially the same condition as at the beginning of their visit. They should be discouraged from (1) cutting or removing trees and shrubs, (2) gathering or destroying wild flowers and other living materials, (3) hastening the processes of decay, or (4) indiscriminately chipping away at rock outcroppings and other campus resources.

Collections. In general, collecting should be discouraged unless students can justify this type of activity to staff members. Staff members must use discretion in determining what,when, and where students shall be permitted to collect. No collecting of any type should be done in restricted areas such as those designated "natural" or "succession." In other areas, students should be encouraged to handle or manipulate materials as a part of their studies and to bring specimens into the laboratory for study.

Observations. All parts of the campus should be available to students and pupils for visual observations, examination, and study. Except in the restricted areas where access would be confined to established pathways, students and pupils should be encouraged to leave the trails and to roam to make their observations.

Experimentation. Students and pupils should be encouraged to plan and conduct experiments that do not substantially affect or mar campus properties. The field campus staff member working with the students should determine if a particular experiment would be permitted. He would also determine the site to be used in accord with the general plan of campus zoning. Graduate students wishing to conduct major experiments extending over a long period of time, apt to involve a substantial acreage, or permanently affect a major part of the campus should petition and receive permission to do so from the field campus director.

Constructions. Temporary constructions by pupils should be permitted as long as they do not conflict with the campus zoning program. Constructions of a permanent or semi-permanent nature should not be errected without first receiving the approval of the faculty member responsible for the group. These constructions should be permitted only in designated areas such as "Pioneer Village" or in the main gully area. Pupils should be encouraged to undertake projects that fit into the long range program of campus development such as trail development and tree planting.

Trapping. Bird banding and trapping should be encouraged and a part of the instructional program for any group wanting it. If traps are to be used, they should be set only under the direct supervision of a staff member. Mammal trapping as a part of an experiment or research study in which attempts are made to determine the presence or absence of certain species or population trends may be permitted (and encouraged) by the director. Mice and rats should be trapped in the buildings as necessary.

Safety. Pupil and student safety should be of the uppermost concern to the university and its staff during field activities at the campus. Safety considerations should override all others and students and faculty members should be expected to conduct their programs in accord with these considerations. All unsafe conditions or situations at any point on the field campus should be brought to the director's attention.

Facilities Use

University groups should be encouraged to use the field campus buildings and facilities so that they are occupied the maximum number of days possible each year and so that there is maximum use of the facilities at any one time. Priority should be given to groups and departments wanting to use the facilities for purposes most closely related to the purpose for which the facility was acquired. If the projected demand for the use of the campus facilities materializes, additional buildings and facilities must be erected and two or more groups will need to be scheduled for any given time. For example, it may be necessary, and even desirable, to schedule a teacher workshop or state-wide conference on outdoor education at the same time in which elementary education seniors and children are in residence.

Housing and dining facilities should be available to handle the projected block programs as well as to handle demands by other departments for such accommodations. These facilities should also be sufficiently adequate to accommodate off-campus groups such as OTE extension classes wanting to be in residence at the field campus for a day or two, school districts wanting workshop in outdoor education at the field campus etc. Off-campus groups wanting to use the facilities primarily as a retreat or as a meeting place would receive low priority.

The educational facilities at the field campus (natural resources, classrooms, equipment, library, etc.) should be made fully available to all university groups. Although most equipment at the campus has been obtained for the block programs, certain items of equipment and building facilities should be acquired for the use of other university departments as they require it. Field campus faculty members should use their discretion and closely supervise the use of educational facilities by off-campus groups.

LAND AND NATURAL RESOURCES

The land resources of the Lorado Taft Field Campus consist of about 145 acres in sections 33 and 34 of Township 24 North, Range 10 East of Northern Illinois. The acreage is bounded by Lowden State Park on the south, the Rock River on the west, County Highway No 33 on the east, and private property to the north. (See Figure 1)

This property has a sea level elevation of about 672 feet at its lowest point (mean surface level of the Rock River) and somewhat above 820 feet at its highest point. Much of this land is hilly and irregular. It slopes sharply toward the Rock River on the west and is divided into two major sections by a dendritic drainage pattern. Excess rainfall in the southwest and buildings area drains to the north and west into a deep gully, and the other portions of the campus drain to the west and south into this same gully.

Apparently the entire campus area was cutover or logged at some time in the past. Part of it, about 42 acres in two fields remained in crop production at the time of this study. The remainder had returned to forest. Traces of earlier roads and quarrys could be found, but many of the scars of earlier use had been obliterated. Part of the forested area of the 1965 purchase was relogged for barrel lumber just prior to its acquisition by the university. By 1968 the slash remaining after this operation was being hidden by a heavy underbrush.

Soils. The soils on the Taft Campus vary in thickness and range from a few inches in depth at many points to several feet in depth in other areas. The soil depth, type, texture, color, etc. vary greatly from one point to another, largely because of drainage patterns and the way it had been moved and deposited by erosive forces.

Some areas of the tilled land have been severely eroded with sheet and rill erosion removing much of the top material and several gullys have penetrated far into the fields. Generally the soils in the eastern and south portions of the campus are classified as Russell Silt Loam or Sogn Loam. The north-western portion of the campus contains these soils as well as areas of mixed alluvium and sandy terraces.

Flora and fauna of the area. The Taft Campus area is in the main a rather typical Mid-Western mixed deciduous forest. Oaks, hickory and walnut trees are most prominent. Basswood, hackberry, elm, maple, ironwood, locust and aspens are also found in numbers. Along ridge lines and in the gully are numerous cedar trees. Some

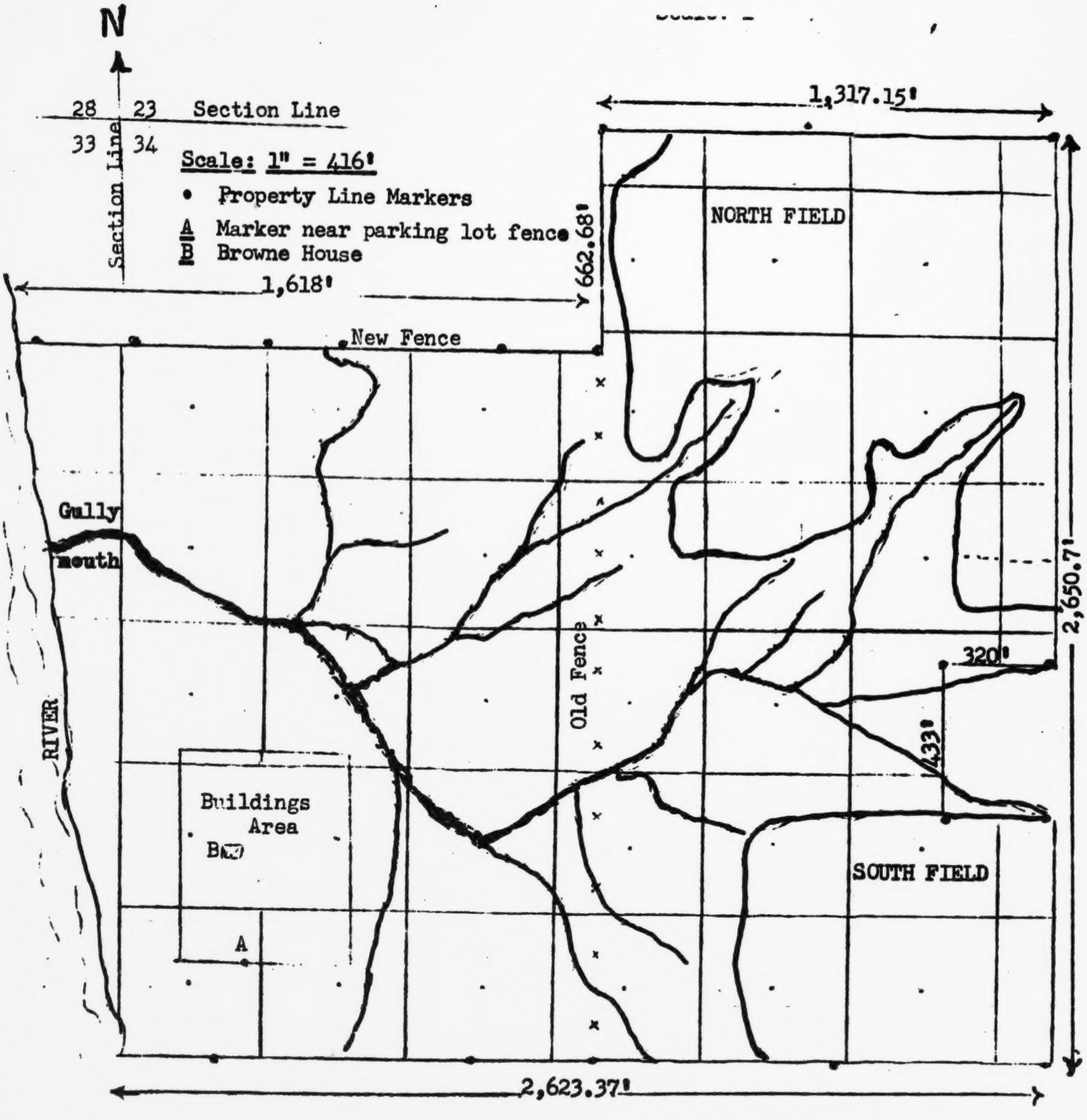

N
28
23
Section Line
33
34
Section Line
Scale: 1" = 416'
• Property Line Markers
A Marker near parking lot fence
B Browne House
1,618'
662.68'
1,317.15'
New Fence
NORTH FIELD
Gully
mouth
RIVER
Old Fence
Buildings
Area
B
A
320'
433'
2,650.7'
SOUTH FIELD
2,623.37'

Figure 1. Plot map of Lorado Taft Field Campus indicating boundaries, dimensions, cultivated fields, and drainage pattern.

exotics had been planted at various times, but it was doubtful if they would reproduce.

Three small prairie areas within the bounds of the campus were being maintained. Many typical prairie plants could be found in them.

In the small branches of the gully there were several areas which held enough moisture to support large numbers of mosses, ferns, and some liverworts. Many beautiful and interesting fungi could also be found. Small flowering plants of many sorts, some of them relatively rare were within the campus boundaries. Over one hundred are known to bloom in the area.

One hundred sixty eight (168) species of birds had definitely been identified at Taft Campus. Several species of ducks and other waterfowl nested in the vicinity and many others had been seen during migrations.

Taft Campus is "home" for many mammals. Deer, foxes, woodchucks, three species of squirrels, chipmunks, oppossums, raccoons, shrews, moles, rabbits, ground squirrels, field and wood mice, voles, muskrats, and weasels had been observed in the area. Bats could be found hibernating during the winter or flying on warm evenings.

A number of species of turtles and some snakes inhabit the area. On warm evenings, the breeding calls of many species of frogs and toads could be distinguished. The pollution level of the Rock River limited it as a habitat for fish. Carp, bullheads, and sunfish being common.

GEOLOGICAL HISTORY OF TAFT CAMPUS

The Taft Campus - Oregon area is rich in geological features which account for much of its scenic appeal. This briefly outlines the development of the land formations leading up to the present topographical layout.

Between 375-450 million years ago (Ordovician Period) the exposed sedimentary rock strata in this area was deposited on the floor of shallow, salty seas. During that period arms of ocean water extended inland, similar to the Hudson Bay today. Small sediments settling to the bottom of the seas were cemented together into sedimentary rocks with the aid of the pressure from the overlying water. Sedimentary rock such as shale, limestone, dolomite, and sandstone were deposited layer upon layer as the seas continued to advance and retreat. An interesting rule of thumb to consider when viewing a large mass of rock strata is that the rate of deposition of rock is about one inch in one thousand years. Of course, there are several factors influencing this rate of deposition, but being aware of this little rule of thumb may help to keep in perspective the unimaginable period of time involved in geological changes.

Since the Ordovician period the Taft area has remained mostly above sea level. Any more recent sedimentary formations that may have been deposited have been eroded away. During this period, often referred to as the "Lost Interval," the surface of the region was in a constant state of change. Faulting and folding of rock strata occurred throughout the area resulting in some very distinct topographical changes. Over sixty faults have been recorded in the Oregon area. Faults are fractures along which displacement has taken place. The hill outside the park entrance is a part of the Platteville Escarpment which resulted from faulting and folding of rock strata during this time. Folding rock strata is caused by forces within the earth's crust. Folded rock can be viewed in the strata exposed by gully erosion and in the road cut at the park entrance.

Prior to the arrival of the glaciers, the surface of the land was close to sea level. The land was being eroded so that it looked like one continuous plain (Lancaster Peneplain). The drainage system at that time was somewhat different than it is today. The Rock River then was fifteen miles east of Taft Campus and the gully was then a part of the Leaf River drainage system and flowed in a northwest direction.

During the geologic period called the Pleistocene Epoch the climate began to go through a series of colder periods resulting in the formation of huge continental glaciers. Of the four principal glaciers that spread over North America only the most recent Wisconsin glacier (Farmdale sub-stage) had a direct influence on Taft Campus. As the glacier advanced it forced the pre-glacial Rock River out of its channel, causing the river to shift to its present course. The melt waters of a later stage of the Wisconsin glacier filled the Rock River valley up to depths of one hundred feet with glacial drift material. These melt waters backed into pre-glacial channel such as the gully north of Taft House and filled lower portions of their valleys with material.

During more recent times, less significant geological changes have occurred in the Taft area. Such features as the floodplains along the Rock River and the sink hole north of the campus were formed. Likewise the delta, gully oxbow, and enlarged dentritic gully pattern evolved through erosion accelerated by man's activities in this area.

Outcroppings or rock exposures on the campus are mostly Galena Dolemite at the upper levels and Plattville Limestone at the intermediate and lower levels. The Plattville rests on a thin layer of Glenville Shale and this on the St. Peter Sandstone. This sandstone was exposed at one point on the campus - directly below the dining hall and to the east of the river trail.

In addition to materials characteristic of these outcroppings, a variety of rocks have been transported onto the campus as a result of the glacerial outwash mentioned earlier in this section. Among these are pebbles and boulders of granitic and basaltic materials.

BUILDINGS AND FACILITIES

This section provides data and general information about the buildings and facilities available at the Lorado Taft Field Campus at the time of this study. Inventory information was available to the committee, but was not thought necessary in this report. The following information is to acquaint readers with the buildings and facilities available and to indicate ways they tended to encourage and/or restrict the instructional program.

I. BUILDINGS

Ten permanent structures were situated on the thirteen acres that comprised the field campus proper. These buildings varied in size and age. Some were reconstructed from the original Eagle's Nest Art Colony, while others had been completely rebuilt from the ground up. Most of the field campus buildings were multi-purpose in nature, serving several functions. (See Figure 2)

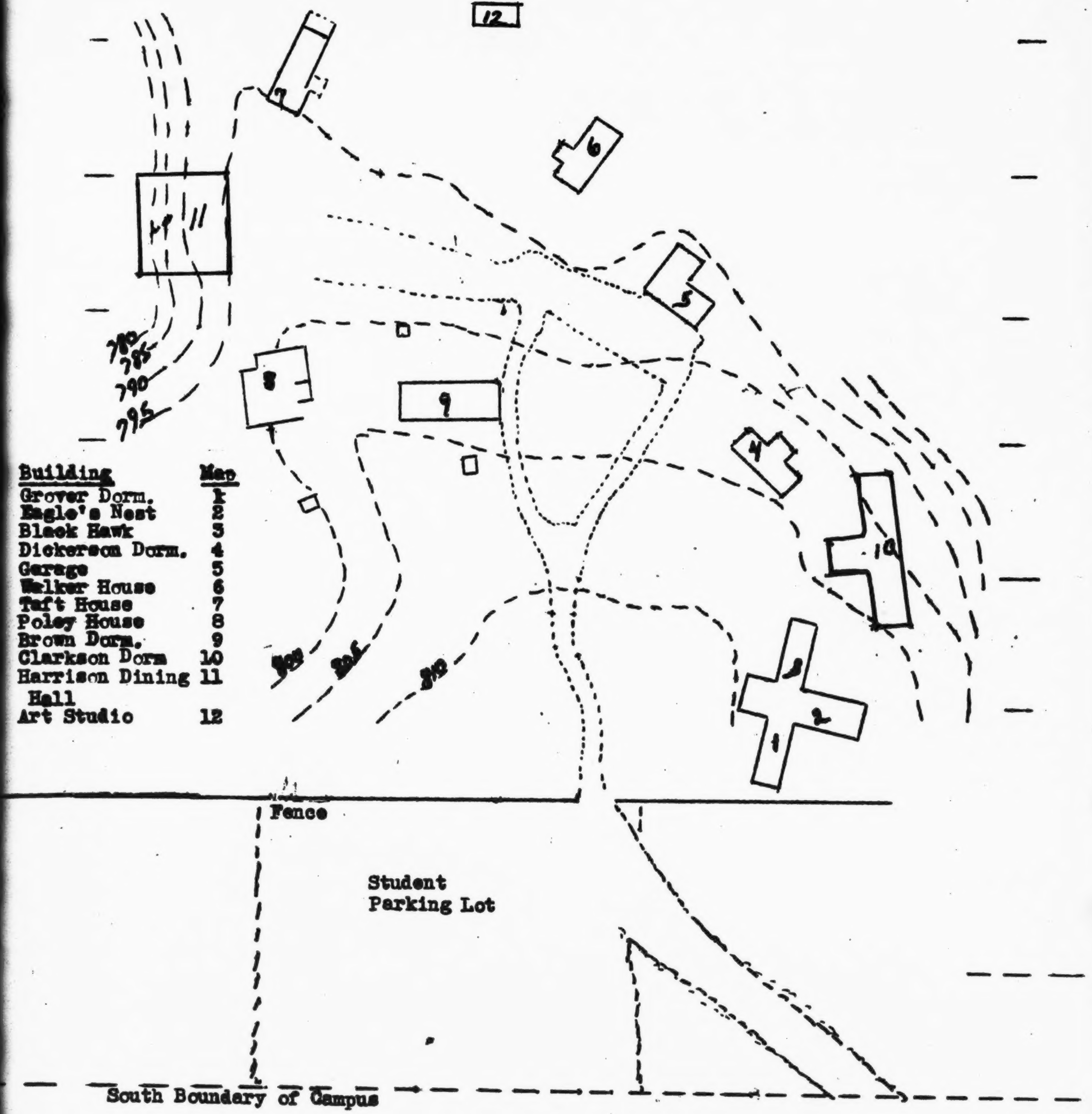
Administration and Service Buildings

Two buildings, Taft House and the Maintenance Shop and Garage, served primarily in administrative and service functions. In addition to these units small structures such as the "Power House" and the "Pump House" were used for specialized purposes.

Taft House. The dimensions of Taft House were approximately 32' by 43'. This building housed the central administrative offices including the director's office, a staff office, the business office, and a classroom-conference room. The classroom-conference room was large enough to meet the needs of about 20 students. A small craft shop was located in the basement. This room accommodated 15 to 20 people comfortably.

This building was in sound condition and had a new heating system installed in 1966. The exterior was stone and the roof was tile.

Maintenance Shop and Garage. The dimensions of the maintenance shop in this building were 20' by 24' and the dimensions of the garage were 50' by 24'. The maintenance shop was far too small for an operation of the size that existed at the time of this study. The garage was capable of housing five vehicles and was also used to house grounds and maintenance equipment, storm windows, screens, lumber, tools, etc. Since this building was not large enough to properly serve its storage function, such items were also stored at


12
7
6
11
5
8
9
4
10
3
2
1
780
785
790
795
800
805
810
Fence
Student
Parking Lot
South Boundary of Campus

Building	Map
Grover Dorm.	1
Eagle's Nest	2
Black Hawk	3
Dickerson Dorm.	4
Garage	5
Walker House	6
Taft House	7
Poley House	8
Brown Dorm.	9
Clarkson Dorm	10
Harrison Dining Hall	11
Art Studio	12

Figure 2. Buildings and Entrance Road on Lorado Taft Field Campus, 1968.

various other locations on the campus.

Instructional Buildings or Rooms

Seven classrooms were available for use at the time of this study. In most cases they were a part of a building that served other functions, but in at least one case, instruction was the only function of the entire building. Each of these classrooms or instructional units is described below.

Poley House. The dimensions of Poley House were 53' by 31'. This building was used entirely for instructional purposes and contained four permanent staff offices, three temporary staff offices, and a classroom approximately 30' by 25'.

This was the first building erected by the Eagle's Nest Art Association. It was constructed of native stone and was in sound condition. In 1966 a completely new hot water heating system was installed. In 1968, nine of the faculty were housed in this building. The classroom was large enough to accommodate 30 to 35 students comfortably before the temporary offices were constructed. During summer sessions the porch, approximately 43' by 12', had been used as a ceramics studio.

Rockview Classroom. Rockview classroom was located in the basement of the Harrison Dining Hall. This was a relatively new structure, erected in 1965, and was approximately 24' by 50' in size. It contained many bulletin and chalk boards, storage cabinets, etc. The entire west wall was windows overlooking the Rock River. Permenent recording weather instruments were located on the north wall.

During the summer of 1968 this classroom was used by the Art Department as a base for many of its studio courses. The ordinary capacity of the room was 30 to 45 students.

Eagle's Nest Classroom. Eagle's Nest Classroom was located in one wing of Grover House. It was a large, 42' by 29', classroom in good condition with storage for chairs, games, and audio visual equipment. In addition it contained lavatories for men and women and had a capacity of 60 to 80 persons.

Black Hawk Room. Black Hawk Room was located in a second wing of Grover House. It was a small classroom, dimensions 18' by 30', that was in good condition. It contained chalk and bulletin boards and had a capacity of 20 to 30 students.

Research Laboratory. The Research Laboratory had dimensions of 24' by 41' and was located in the south side of Clarkson Dormitory basement. It was a relatively new classroom with tile floor, concrete block walls, bulletin and chalk boards, and considerable cabinet storage space. It had a capacity of 30 to 45 students in a lecture situation, but could accommodate only 20 to 25 in a laboratory situation.

Instructional Materials Center. The Instructional Materials Center was the same size as the Research Laboratory and was located in the north side of the Clarkson Dormitory basement. It was also a relatively new classroom and contained chalk and bulletin boards, bookcases, tables, desks, files, and the campus library. It also housed much of the field equipment used by students.

The seventh instructional room was described in the section dealing with administration and service buildings. Another or eighth classroom was available for the summer program beginning in 1967. This unheated structure was erected over the floor and foundations of the "Studio Building" of the Eagle's Nest Art Colony. During the winter it served as a storage area and during the summers it was used by ceramics classes.

By and large, instructional space was adequate for the program at the time of the study and was not seen immediately as a limiting factor during the regular school year. If projections held, however, instructional space was expected to be insufficient within a few years. A shortage of instructional space for the summer program existed as early as 1967 and was an important factor in determining the number and variety of courses that could be offered.

Student Housing and Food Facilities.

Most students at the Lorado Taft Field Campus were "in residence" during their work at this facility. Furthermore, the residence aspects of the program had been emphasized and had been considered to make major contributions toward reaching the objectives of the program.

At the time of this study, there was sleeping space for about 130 students in five dormitory rooms. Because of male-female ratios and varying numbers of children in public school classes and university blocks, however, it was not possible to obtain a near capacity or high level of use of dormitory space. Prior to 1968, the optimum maximum use of the dormitories was about 60 public school children and a block of about 30 university seniors per week. Beginning in 1968 the numbers forced changes in the program so that as many as three blocks of juniors were in residence at a time and two blocks of seniors and two classes of children were in residence some weeks. The dormitory spaces and food facilities are described below.

Browne House Dormitory. This frame building had the dimensions of 78' by 29'. It was in good condition and contained two dormitory rooms, graduate assistant rooms, a small clinic, a small storage area, and two washrooms. It had a capacity of 30 students..

Dickerson House Dormitory. Dickerson House Dormitory was a frame building with dimensions of 53' by 20'. It contained a lounge area and two dormitory rooms with a capacity of 22 students.

Clarkson Dormitory. Clarkson Dormitory was a relatively new and large 126' by 24' structure with two dormitory rooms having a total capacity of 56 students. In addition, it contained two private rooms for instructors.

Grover House Dormitory. Grover House Dormitory occupied a third wing of Grover House. There was space in this dormitory room for 26 students and private quarters for the instructor. Its dimensions were 50' by 20'. Although the condition of this unit was good, the washroom facilities were marginal when the capacity number of students were being accommodated.

Harrison Dining Hall. Harrison Dining Hall was erected in 1961. Its dimensions were 65' by 65' and it contained dining area, a large kitchen with freezer-refrigerator storage space, food supervisor's office, locker room, and washroom. The dining room itself was 32' by 57' and overlooked the Rock River. The maximum capacity of the dining room at any one time was 150 persons. Although dining hall capacity had not limited the program there was concern that if the program were to continue to expand, it would be necessary to feed in shifts or to make some adjustment in this operation.

Staff Housing

In 1968 three of the faculty members lived on the campus in university housing. In addition, space was available for graduate assistants and they were required to reside on campus.

Walker House. Walker House was a one family dwelling with dimensions of 24' by 53'. It was a frame structure in good condition that contained a living room, kitchen, den, two bedrooms, and bath.

Dickerson House Apartment. This small apartment was assigned to graduate assistants in 1968. Its dimensions were 16' by 14' and consisted of a bedroom and washroom.

Clarkson House Apartment. The Clarkson House Apartment was a family apartment erected in 1962. It included a living room, dining room, kitchen, two bedrooms, and bath. It also included a utility room in the basement. Dimensions of the apartment were about 43' by 27'.

Grover House Apartment. The Grover House Apartment was located in the west wing of Grover House. Its dimensions were 30' by 31' and it included living room, dining area, kitchen two bedrooms, bath and utility room. It was classed as a one family dwelling.

II. EQUIPMENT AND FACILITIES

Available equipment and capital items often are transitory items playing a large role in short-term programming. They do not enter into long range planning, however, except as additional needs related to budgeting and funding. For the interval immediately prior to this survey, budgetary provisions had been adequate for the program in operation. Hence, most of the priority and critical needs of the facility in the way of equipment had been met.

Administration and Service

Major improvements had occurred in the equipment provided for administration, buildings and grounds, and other services just prior to this study. As illustrations, the central administrative offices were equipped with a new mimeograph machine and electric typewriters, and the buildings and grounds divisions had been assigned a pickup, a Ford tractor equipped with an end loader and back hoe, and a new chain saw.

Instruction and Research

Little equipment was available at the field campus that was classified chiefly as research. Most of the equipment available to the faculty was instructional in nature and was acquired for the instructional program. Until just before this survey budgetary provisions were inadequate, hence priority was given to instructional items. After 1966, more adequate provisions were made in the budget for instructional and research equipment and materials. As a result considerable improvement had recently taken place in this area.

Other

Utilities, fences, roads, etc. also enter into long-range planning and play an important role.

Water. The campus has its own water supply system consisting of a pump house, well, Crane-Deming deep-well turbine pump, pressure system, and distribution lines. Some considerable concern was being expressed about the adequacy of this facility were growth to continue. A 1968 test indicated that the well could produce approximately 60 gallons of water per minute and could accommodate an increased population of students. At the time of this study, a central water softening system was installed to reduce the great difficulty encountered in maintaining the water and hotwater heating systems.

Power. Electrical power was provided by Commonwealth Edison and Co. and service was adequate. In addition a stand-by emergency generator had been installed to operate the refrigeration and heating systems should the primary power source fail.

Roads. The entrance road to the campus from the highway was through Lowden State Park. Campus roads consisted of only a small loop of narrow road for service purposes. Routing campus traffic through Lowden State Park had not been satisfactory and had resulted in a variety of problems for the state park as well as the campus.

Parking areas. Parking space had been developed in the building area for approximately a dozen automobiles. A larger parking lot adjacent to the park had provided space for about 50 student automobiles. Hence, parking space appeared sufficient during the academic year and was expected to continue to be sufficient. There was not sufficient space in these lots for summer school students or participants in some of the larger meetings or conferences held at the field campus, however. In addition, concern had been expressed about the quality of the parking space and the safety of automobiles left in an open lot through which state park traffic passed.

Lighting. Outdoor lighting on the campus consisted of post lights at intervals along some of the walks, yard or porch lights from some of the buildings, and the light escaping through the building windows. The parking lots and part of the walks between buildings were not lighted.

Walks. Brick walks led from building to building. These ranged from twenty-six inches to fifty-six inches in width and generally fit the traffic patterns between the buildings. Trails had been constructed or marked leading to various areas of the campus. Two of these trails consisted partially of steps down to the river area. Some of the trails had been covered with wood shavings and sawdust. In general the trails needed attention and should be improved to provide safe and ready access to all parts of the campus.

Fencing and Boundaries. The boundaries of the campus were recently surveyed and marked. Only a part of the north boundary was adequately fenced. The other boundaries of the campus were open to trespass. As a result there was some concern about the entrance of these unwanted visitors and the safety of students, resources, and equipment placed in the field.

STAFF AND FACULTY CURRENTLY AUTHORIZED

The personnel authorized at the Lorado Taft Field Campus consisted of fourteen service employees and eleven faculty.

Civil Service Personnel and Classifications

For the purposes of this survey, the civil service personnel and their functions were divided into three categories, (1) buildings and grounds, (2) food service, and (3) clerical.

Buildings and grounds. One person classified as Buildings and Grounds Supervisor was authorized at the Lorado Taft Field Campus. Five positions as Maintenance Worker-Repairman were authorized. Their job specifications are provided in Appendix C. For various reasons, considerable turnover had occurred in the maintenance worker-repairman position during recent years.

Food Service. Five positions were authorized in the food service category. One was that of Foods Administrator and the others were Cook positions. The specificationa and job descriptions for these positions are described in Appendix C.

Clerical. One position of Chief Clerk and one Secretary II position were authorized and filled. These positions related primarily to campus administration and the instructional phases of the operation. A position added in 1966 under the auspices of the library was that of a Library Clerk III who handles the Instructional Materials Center. Complete specifications for these positions may be found in Appendix C.

Faculty

Eleven faculty positions were authorized in 1968. They included the Director serving in a full-time administrative position, the Administrative Assistant serving half-time administration and half time instruction, the Summer Session Coordinator with a 3/4 teaching load, and the Director of Publicity and Publications also with a 3/4 teaching load. Seven of the faculty were serving full time in an instructional role and three had reduced teaching loads and administrative responsibilities.

Of the eleven faculty positions authorized in 1968, six were filled by persons with the doctorate and serving on the Graduate Faculty. Four faculty members held the rank of full professor, four were assistant professors, and three were classified as instructors. Although the greatest concern of the instructional faculty was service to elementary education and other groups, two faculty members taught classes as a part of load, and three taught classes in the university extension program.

Seven of the faculty positions were of either eleven or twelve month duration requiring service during summer sessions. Six of these seven positions were filled by members of the Graduate Faculty. Since this number was no greater than the actual staffing requirements of the summer program in outdoor teacher education, graduate faculty had little opportunity for leave or released summer time to do research, teaching elsewhere, travel, etc. One staff member who was not on the graduate faculty was permitted to teach a four hundred level course to provide greater flexibility. Detailed information about the faculty positions and their descriptions are provided in Appendix C.

PROPOSALS FOR CAMPUS DEVELOPMENT AND USE

Idealized positions for the development and use of the Lorado Taft Field Campus lands and resources were set forth in the section beginning on page 9. Faculty members were asked to indicate in writing their positions relative to various aspects of land use and to recommend locations for such developments. A study was made of the need for additional buildings and staff during the foreseeable future. Proposals for land use and facility requirements are set forth in this section.

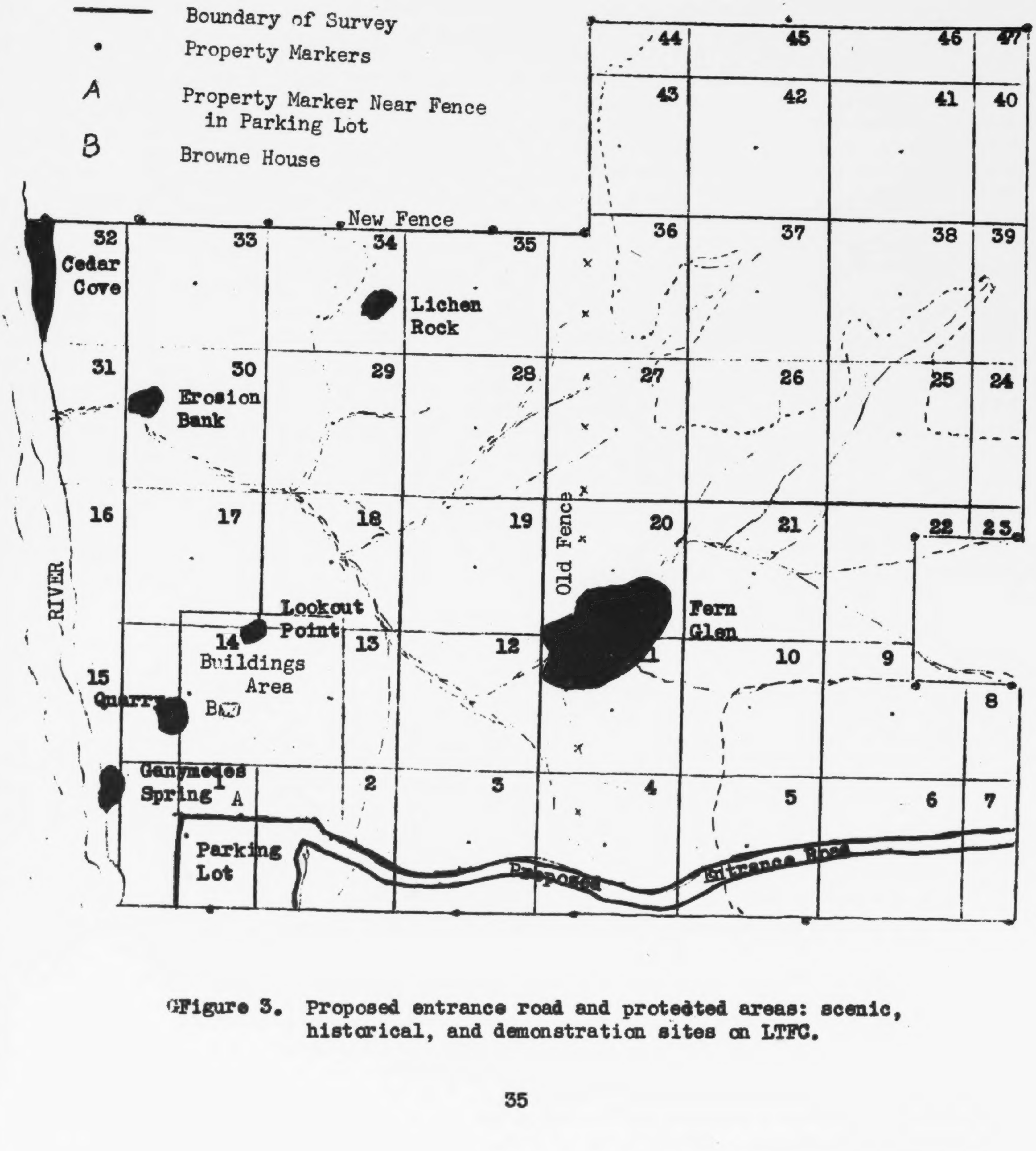
Proposed Land Use and Development

Recommendations for special use areas, developments, trails, teaching stations, etc. (See Appendix D1 for responses of individual faculty members to questionnaire items and recommended locations) were considered by the Long Range Planning Committee as it attempted to construct a land use plan. Hence the proposals for land use subsequently set forth are actually syntheses of the thinking of the interested members of the field campus staff.

Access roads and fencing. The campus should be fenced on the south and east to limit access and trespass by unauthorized visitors as soon as possible. Fencing should be of a type restricting the passage of wildlife as little as possible.

An access road should be constructed leading from the highway west to the campus parking lot. In order to provide a screen from Lowden State Park, the entry should be about 200 feet from the south boundary line, angle toward the boundary line at the point where the gully must be crossed, and then away from the boundary, connecting with the existing road near the parking lot. The parking lot should be enlarged as and when necessary. (See Figure 3)

Protected areas: demonstration, scenic or historical sites. Several points have been identified as being in need of protection, preservation or encouragement. These have certain historical or scenic appeal or represent unusual resources that cannot be readily restored or replaced. These sites are to be off limits to student involvement such as chipping, collecting, digging, etc. Although access to these sites should be encouraged, pupil and faculty use will be purely observational. The markings on the map (Figure 3) indicate the location of the sites that have been identified: (1) Fern Glen Area, Plot 20; (2) Quarry, Plot 14; (3) Ganymedes Spring Area, Plot 1; (4) Cedar Cove, Plot 32; (5) Erosion Bank, Plot 30; (6) Lookout Point, Plot 17; and (7) Lichen Rock, Plot 33. Additional sites or resources in need of protection or encouragement


Boundary of Survey
Property Markers
A Property Marker Near Fence in Parking Lot
B Browne House
New Fence
Old Fence
RIVER
Cedar Cove
Lichen Rock
Erosion Bank
Lookout Point
Buildings Area
Fern Glen
Quarry
B
Ganymedes Spring
A
Parking Lot
Proposed Entrance Road
44
45
46
47
43
42
41
40
32
33
34
35
36
37
38
39
31
30
29
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7

Figure 3. Proposed entrance road and protected areas: scenic, historical, and demonstration sites on LTFC.

will be identified from time to time to the L.R.P.C. and these will be considered for inclusion in this restricted category.

Undisturbed natural areas. With the exception of the old quarry site, the northwest corner of the campus should be set aside as an undisturbed natural area. This area is bounded on the south by the main gully and on the east by the North-South draw leading to and beyond the fence. Included are all of plots 32 and 33, and parts of plots 29, 30, 31, and 34 (See Map - Figure 4). Access to this area should be limited to observations from a perimeter and fence-line trail leading from the gully to the north fence (the existing trail), along the fence, and then from the fence back to the gully at the foot of the North-South draw.

This area should be "let go" and be free of human trampling, collecting, cutting, chipping etc. The only access might be by an occasional staff member or graduate student involved in an approved research project.

Natural: Limited use areas. The slopes west and south of the buildings will be considered as Natural Limited Use Areas. (See Figure 4 Map, plots 14, 15, 16, and parts of 17, 18, 13, 1, 14.) Pupil use of these areas would be limited to free access and trampling, collection of loose and dead material, loose rocks etc. Living plants and animals would not be disturbed - especially wild flowers, lichens, fungus, ferns, etc. Although students might be encouraged to use these areas they would be discouraged from making collections, constructions, removing or moving decaying materials etc. New trails would not be constructed in these areas except to replace those retired from use for recuperation or safety purposes. Note that this zone surrounds and includes the buildings areas. In the immediate areas around the buildings, mowing patterns similar to that in 1968 would be continued.

Managed area: Succession-Collection area. The area to the south of the proposed access road (Plots 5,6, and 7) would be considered a succession - collection area. It would be let go to develop as it will except that students would be encouraged to use it as a site for colleding weed seeds, collage materials etc. for crafts projects and the like. Some species might be introduced to further this later function. (See Figure 5.)

Managed area: Controlled-Succession Plots. The west and north perimeter of the south field would be used for controlled succession plots (See Figure 5). These plots would extend into the field about 200 feet. A plan would be worked out so that all stages of succession would be present at any one time (after a period of time has elapsed). If 10 such plots were surveyed and established, one might be set back to the plowed stage each one or two years. To hasten the process, one plot might be planted in order to provide a demonstration of the various stages.

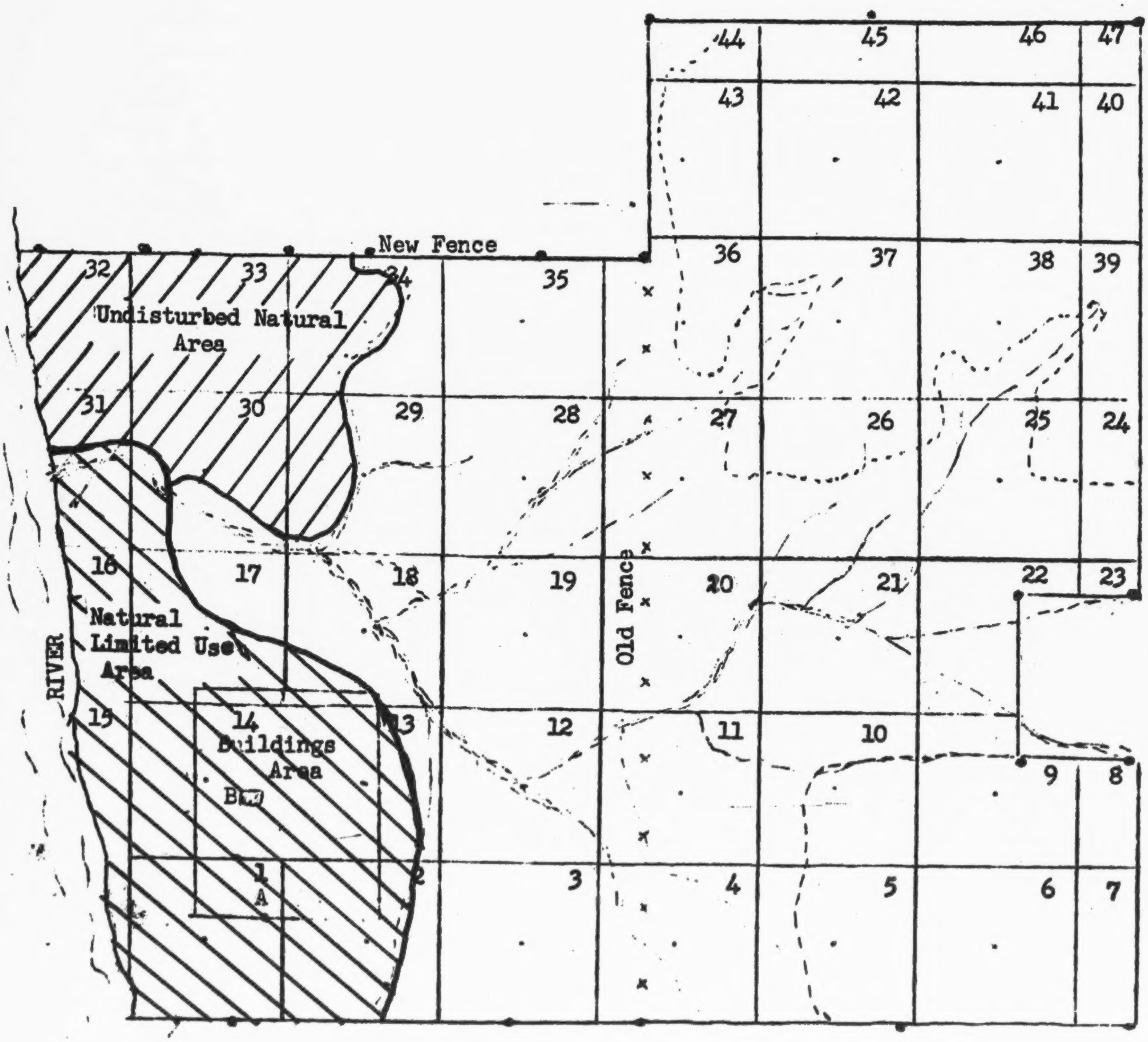
New Fence
Undisturbed Natural Area
Natural Limited Use Area
Buildings Area
RIVER
Old Fence
B
A
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
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Figure 4. Proposed Undisturbed Natural and Natural Limited Use Areas on LTFC.

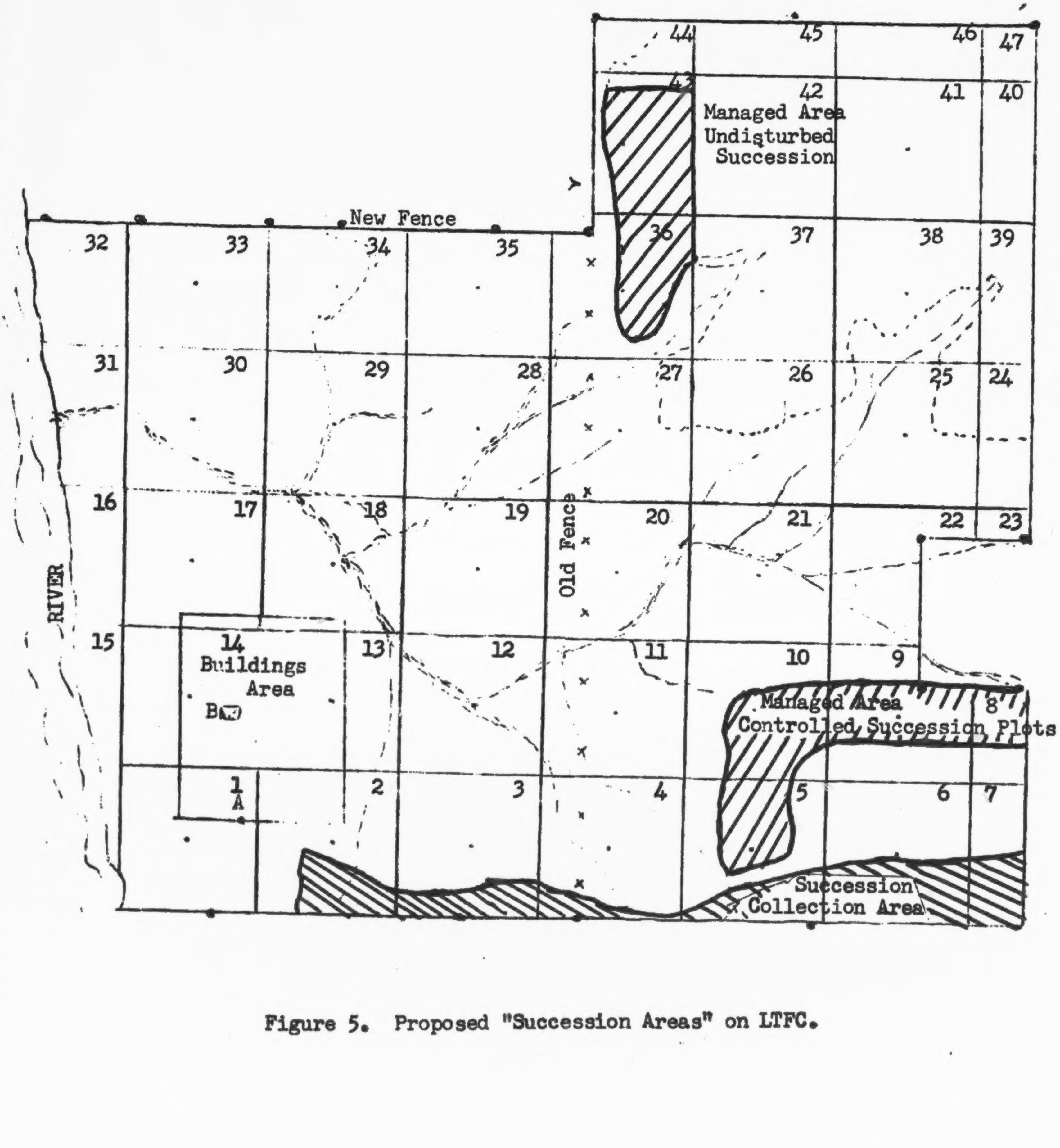

44
45
46
47
43
42
41
40
Managed Area
Undisturbed
Succession
New Fence
32
33
34
35
36
37
38
39
31
30
29
28
27
26
25
24
16
17
18
19
20
21
22
23
Old Fence
RIVER
15
14
Buildings
Area
13
12
11
10
9
8
Managed Area
Controlled Succession Plots
1
A
2
3
4
5
6
7
Succession
Collection Area

Figure 5. Proposed "Succession Areas" on LTFC.

Managed area: Undisturbed Succession. The west portion (about 300 feet in width) of the north field adjacent to the Wiles property would be reserved as an Undisturbed Succession Area (See Figure 5). This includes all of plot 42 and part of plot 35. Although this site would be available for student use, activity would be limited to that which would not affect the eventual course of the succession.

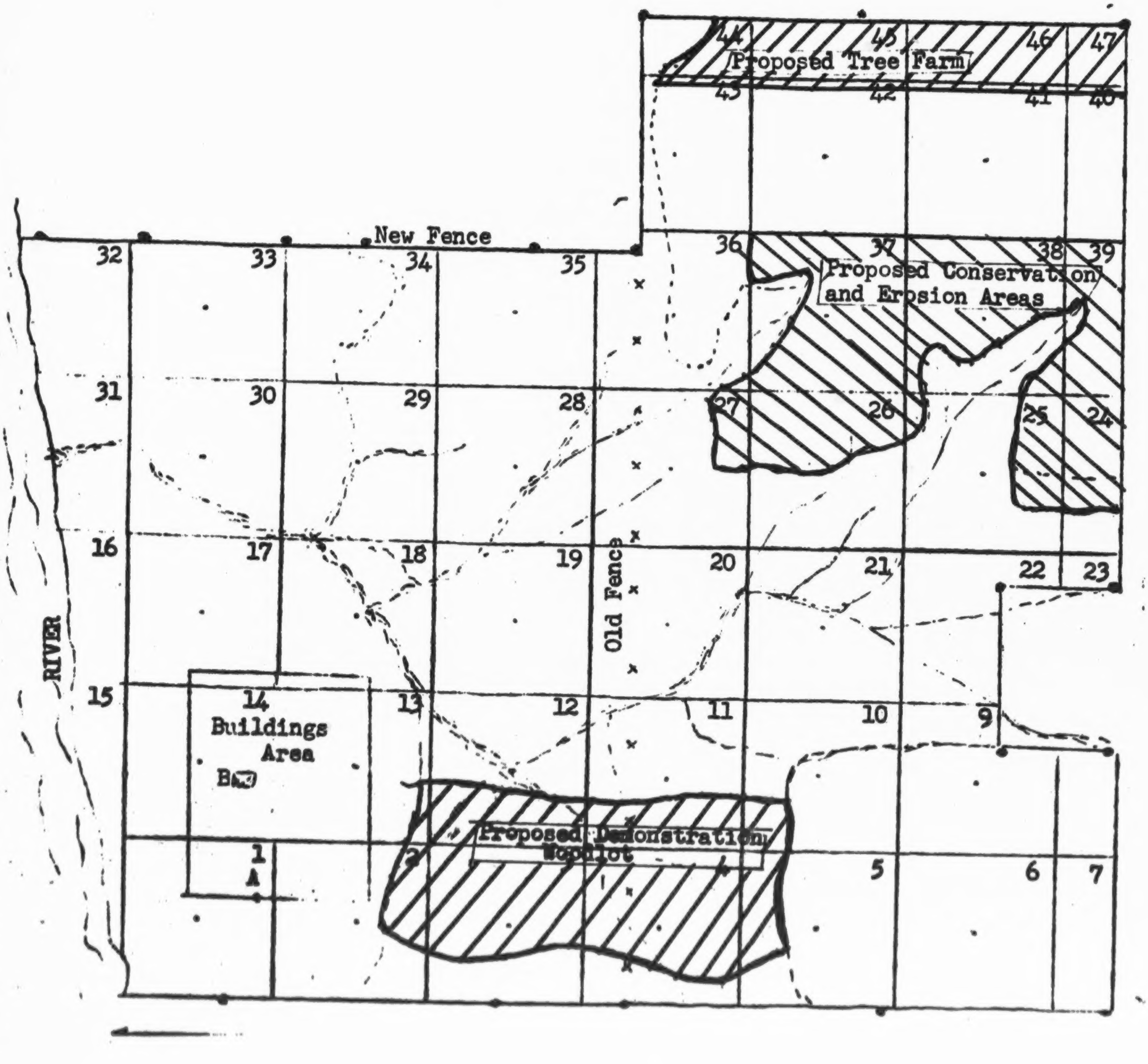
Managed area: Demonstration Woodlot. The area north of the proposed road including all of plots 3 and 4 and parts of plots 11 and 12 (See Figure 6.) should be managed as a farm woodlot in which surveys would be made, trees would be harvested, and other management operations would be used according to the recommendation of the area farm forester. Data would be gathered about the growth and production rates on this plot and made available to students.

An alternative to this site is the area north of "E" trail and east of the north-south draw (plot 35 and parts of plots 28, 29, 34 and 36. This plot is more inaccessible, however, to students and to the equipment necessary for a forestry operation.

Managed area: Tree Farm or Plantings. The Long Range Planning Committee recommends that conifers and hardwoods of species recommended by the farm forester be planted along the north boundary of the campus (Plots 44, 45, 46, and 47(Figure 6). In addition to the trees to be planted, a tree nursery should be developed in this area and land left available so that children might make transplantings.

Managed area: Conservation and Erosion Demonstration sites. The south portion of the north field, including areas 37, 38, and 39, and the tilled portions of 24, 25, 26, and 27 would be used to demonstrate the effects of land abuse or mishandling, and the techniques or practices effective in retarding and arresting erosive effects. The committee recommends that plots be selected for plowing with the slope and left loose and open to allow water and wind to erode them. Adjacent plots would be managed so as to demonstrate the effects of proper tillage methods, cover crops, etc. in reducing soil movement. (See Figure 6.)

Managed area: Crop Production. A small area near the center of the north field (Plots 42, 40, and 41, Figure 7) containing approximately 10 acres should be tilled and farmed. Crops common to Illinois would be planted here so as to provide students experiences with examples of crops. This area would be managed through agreement with one of the nearby farmers whereby they would be provided the opportunity to farm the land rent free with the condition that university students have the right of access to the fields and the opportunity to conduct their studies.



44
45
46
47
Proposed Tree Farm
43
42
41
40
New Fence
32
33
34
35
36
37
38
39
Proposed Conservation and Erosion Areas
31
30
29
28
27
26
25
24
16
17
18
19
20
21
22
23
Old Fence
RIVER
15
14
Buildings Area
B
13
12
11
10
9
Proposed Demonstration Woodlot
1
A
2
4
5
6
7

Figure 6. Proposed areas for woodlot, tree planting, and conservation and erosion demonstrations at Lorado Taft Field Campus.

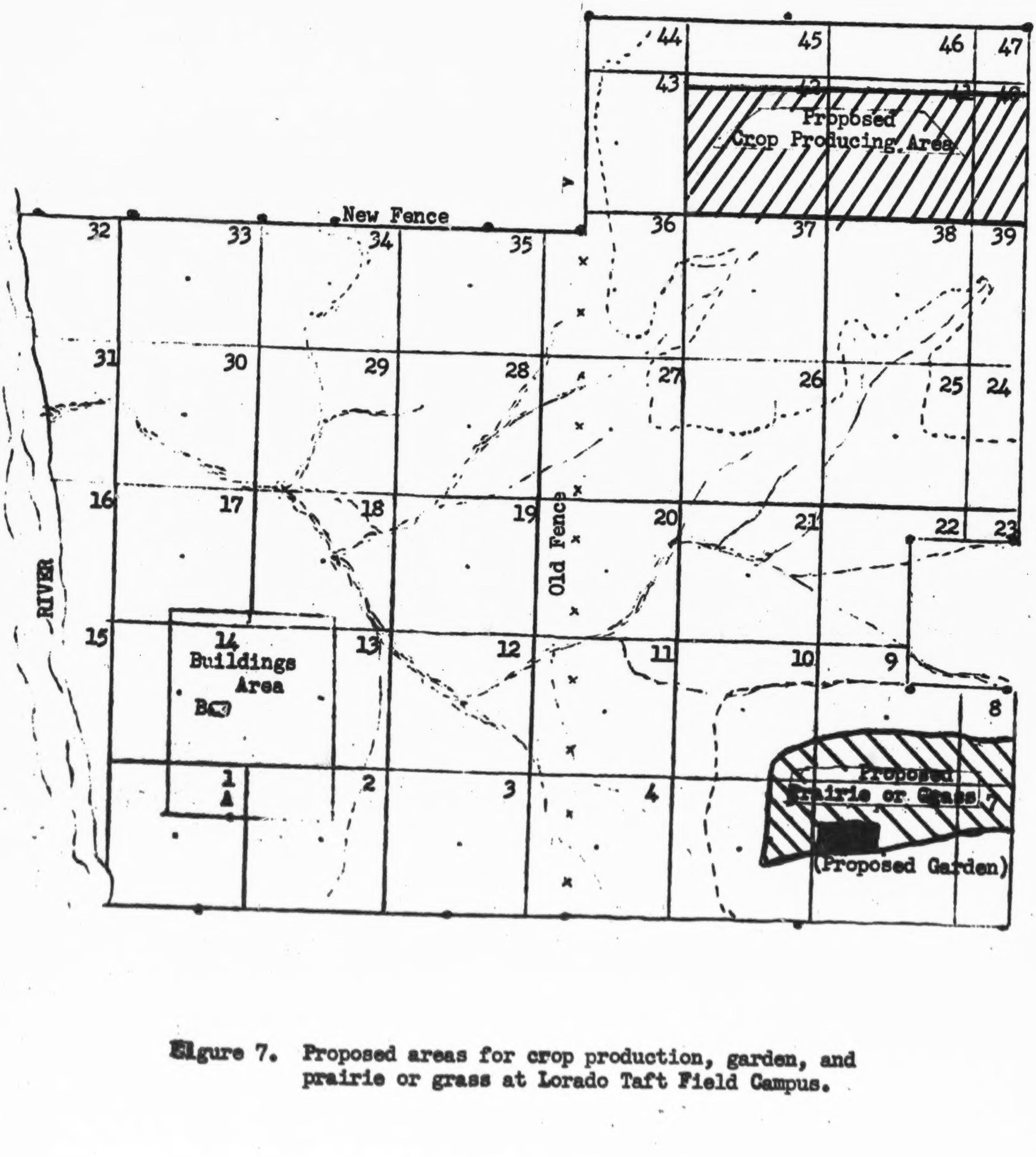

44
45
46
47
43
42
41
40
Proposed
Crop Producing Area
New Fence
32
33
34
35
36
37
38
39
31
30
29
28
27
26
25
24
16
17
18
19
20
21
22
23
Old Fence
RIVER
15
14
Buildings
Area
B
13
12
11
10
9
8
1
A
2
3
4
Proposed
Prairie or Grass
7
(Proposed Garden)

Figure 7. Proposed areas for crop production, garden, and prairie or grass at Lorado Taft Field Campus.

Managed area: garden. No more than 1/4 acre in area 6 should be used as a garden site. Here the common garden crops (fruits and vegetables) would be produced. As indicated earlier, the primary value and function of this plot would be educational and not production. It would be managed to allow groups to participate in the cultural practices in gardening. (See Figure 7.)

Managed area: prairie or native grass. The central area of the south field should be seeded to native or prairie grasses in an attempt to replicate a native prairie of Northern Illinois. Once established this area would serve several functions in addition to those inherent in the "prairie area" itself. Among these would be to make available and usable an open field for star study or astronomy and open field type activities. This plot (See Figure 7) should not be confused with a "lawn" or "park" area. It would not be mowed. Near the center of this plot a circular astronomy or multi-use teaching station should be erected.

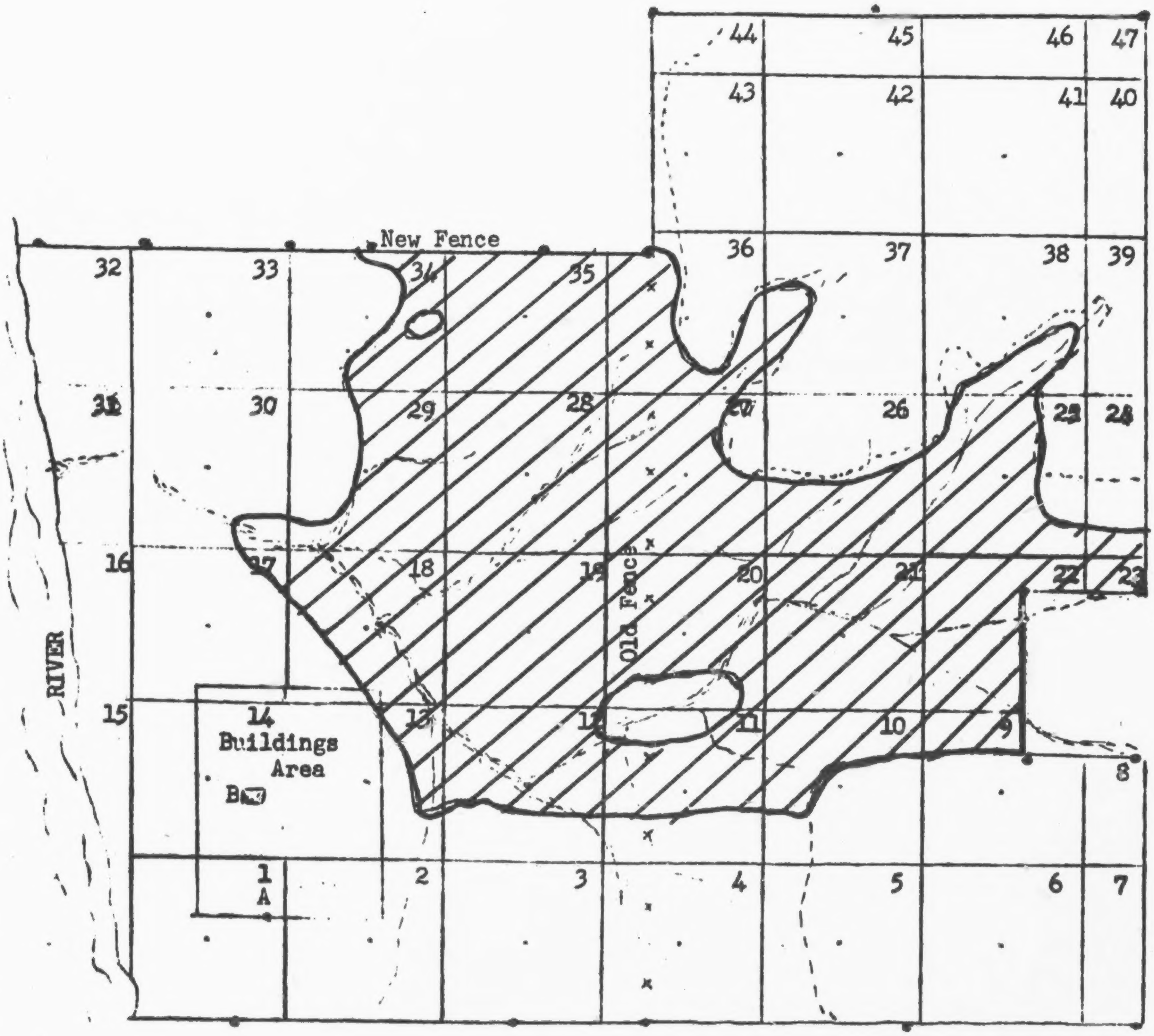
Unrestricted use areas. Portions of the campus not included in previous sections would be left open for instructional use on a basis similar to that existing in 1968. (See Figure 8.) Although some restrictions exist relative to the wholesale collection of plant and animal material, students have been allowed to judiciously collect materials, chip and break rock, erect constructions, and complete a variety of involvement activities. Although certain of these activities could be emphasized in some of the special zones, there would be few restrictions in this area consisting of nearly one-half the entire campus. The long range planning committee saw no reason at the time of this study to place additional restrictions on the use of this area. (See Figure 8.)

Trails. Access was readily available to most parts of the campus through the system of trails existing in 1968. In 1967 portions of these trails were improved by applying a covering of wood shavings and chips. Additional portions of the trails should receive such treatment each year. At this time the only additional trail proposed is a link between "E" trail near the northeast corner of plot 19 and the field trail near the center of plot 21.

Signs or trail markers should be erected at several points to make the existing trails more useful to students.. (See Figure 9.)

Teaching stations and field shelters. The long range planning committee has received several proposals for field teaching stations and shelters. They are seen by some as a way to decentralize instruction and to facilitate the use of more distant sections of the campus. (See Figure 9.) These are proposed on a trial basis:

1. a soils teaching station in plot 10
2. an astronomy teaching station in plot 6



44
45
46
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42
41
40
New Fence
36
37
38
39
32
33
34
35
31
30
29
28
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26
25
24
16
17
18
19
20
21
22
23
Old Fence
RIVER
15
14
Buildings Area
B
13
12
11
10
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8
1
A
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6
7

Figure 8. Proposed "Unrestricted Use" or Instructional Area at Lorado Taft Field Campus.

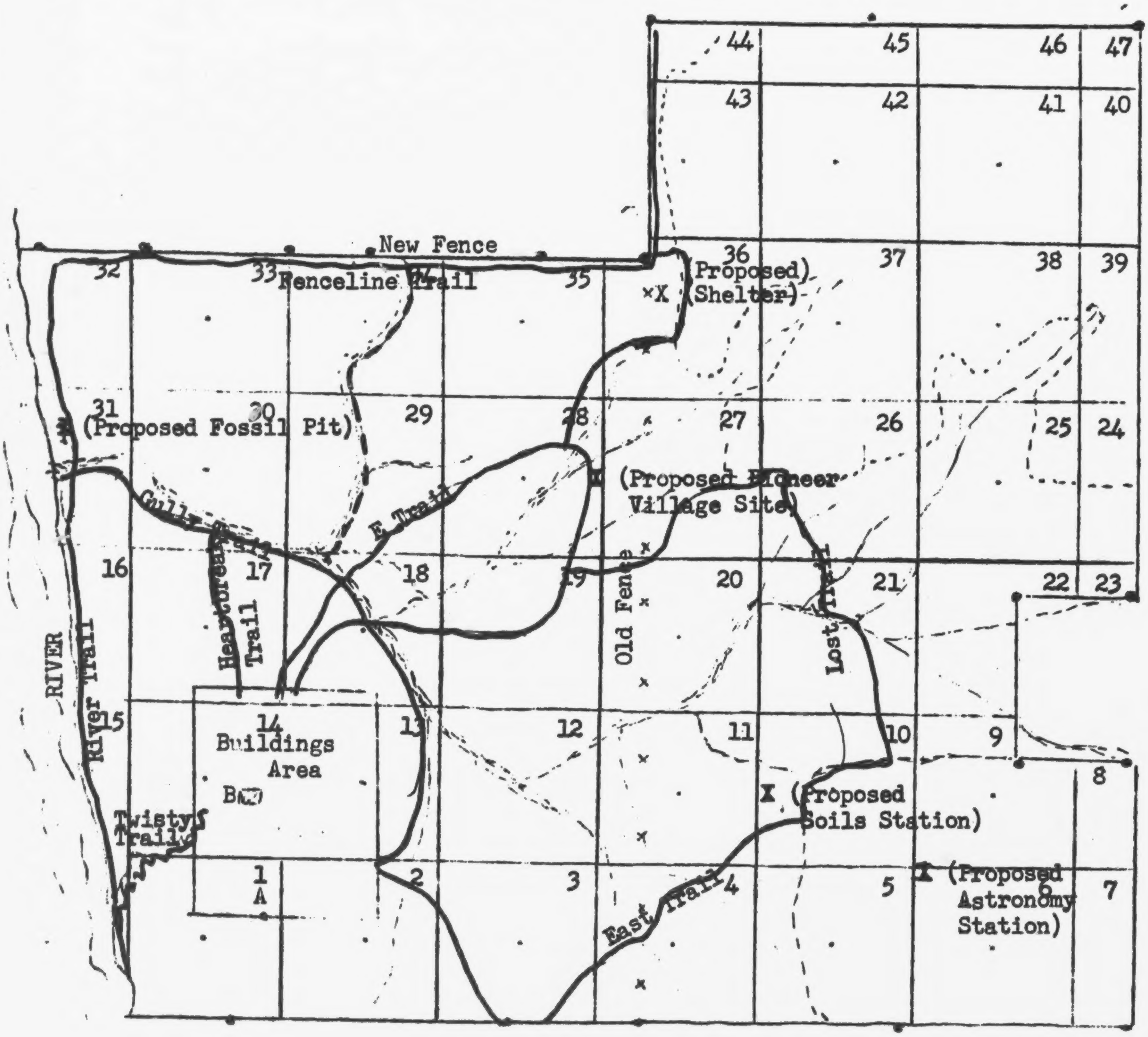
44
45
46
47
43
42
41
40
New Fence
32
33
Fenceline Trail
35
36
(Proposed)
×X (Shelter)
37
38
39
31
(Proposed Fossil Pit)
30
29
28
27
26
25
24
(Proposed Pioneer Village Site)
Gully Trail
E Trail
16
17
18
19
20
21
22
23
Heartbreak Trail
Old Fence
Lost Trail
RIVER
River Trail
15
14
Buildings Area
B
13
12
11
10
9
8
Twisty Trail
(Proposed Soils Station)
1
A
2
3
East Trail
4
5
(Proposed Astronomy Station)
6
7

Figure 9. Existing and proposed trails and proposed field teaching stations at Lorado Taft Field Campus.

3. a simple rain shelter and multi-purpose teaching station in plot 35 to include seating and table facilities, and eventually lavatory facilities
4. establishment of a "constructions" or primative village site in the northeast corner of plot 28. This should replace the existing "pioneer village" site, the area of which appears to be better suited to a prairie site
5. use of the old quarry site in plot 31 as a fossil pit

Proposals for Additional Buildings and Facilities.

The needs of the Field Campus for additional buildings and facilities are dependent upon the continued expansion of university enrollments and use projections detailed in the section on load projections for the Lorado Taft Campus. To keep pace with enrollment increases and to allow the field campus to provide the services previously described, the following building and facilities needs must be met.

Additional dormitory space. There was an immediate need for new dormitory space to accommodate eighty (80) students. Between 1968 and 1980 it will be necessary to erect another one or two dormitory units if projections hold and expansion continues as previously. One of these units should be designed to accommodate special education children as well as the regular university students. The Special Education-Outdoor Education Committee was examining various ways to conduct special education programs in the out-of-doors in 1968. Consideration was being given to developing resident experiences involving these youngsters, as well as providing brief practicum or internships in outdoor education for Special Education majors.

Instructional space. There was need for a combination classroom-laboratory-instructional center-office complex. This unit would serve to consolidate the academic, administrative, and business office of the field campus and provide additional space for an expanding instructional materials center as well as classroom space for instruction, both during the academic year and summer sessions. Projections indicate that this unit should be erected about 1970.

Garage and maintenance space. The present garage should be extended to include additional parking stalls and a larger work and storage area. This addition to the present facility was needed in 1968 and should be erected as soon as possible. Provisions should also be made for the erection of a storage unit (this could be a temporary structure, i.e., quonset hut type) for equipment and materials storage.

Dickerson apartment. The small apartment to the rear of Dickerson house should be enlarged so as to provide space for cooking facilities for the staff member residing there.

Crafts shop. The present craft shop is too small for existing needs. Either a separate structure should be provided or one of the existing dormitorys (if sufficient additional dormitory space is provided) should be remodeled for a craft shop. This also should be done as soon as possible.

Art studio building. As indicated earlier, the art program at the field campus in the summer has grown rapidly and their program has been restricted by the availability of building space. A large studio type unit equipped with lights and water but not necessarily heated, should be provided as soon as possible.

Access road. As indicated in a previous section an access road from the county highway was badly needed. This item was of the greatest urgency. The Lowden Memorial State Park access road was no longer adequate for campus needs and it allowed for free flow of public vehicular traffic through the field campus parking area. This caused some complications during the summer session when the parking lot was jammed with automobiles, and during the academic year when vehicles were parked in the lot nights. The existing parking lot was enlarged in 1967 and should be enlarged periodically to accommodate the increasing number of automobiles.

Area lighting. The present area lighting system is inadequate and should be replaced or improved. In 1968 there were no lights in the parking area or at key cross-over points along the entry road.

Proposals for Faculty and Civil Service Increases

Enrollment projections in a previous section indicate that by 1975-76 a 60% increase in numbers of elementary education junior and senior blocks were expected to use the field campus facilities and faculty. These projections indicate that by 1975-76 the faculty would be working with about 44 junior blocks and about 40 senior blocks each year. This was nearly double the number in 1968. To keep pace with these increases additional faculty positions will be necessary. A conservative estimate of faculty needs indicated that by 1975 the graduate program in outdoor education would also be approximately doubled in size. Provisions should therefore be made to increase faculty by approximately one new position each biennium between 1968 and that date.

To meet the increases in numbers and services it would be necessary to increase the office force by at least one and possibly two secretary-clerk positions over the next decade. another professional position should be provided for the Instructional Materials Center in this period. As physical facilities expand, naturally the buildings and grounds force would also need to be increased to adequately handle the tasks of maintenance and repair. At least one new position in this area should be provided every other biennium.

APPENDICES

A. GUIDE FOR LONG RANGE COMMITTEE STUDY

B. FACILITIES USE POLICY

C. PERSONNEL CLASSIFICATIONS

D. FACULTY POSITIONS - ON LAND USE AND DEVELOPMENT

REQUEST TO FACULTY FOR ZONING AND LAND USE PROPOSALS

APPENDIX - A

PROPOSED GUIDE FOR LONG RANGE STUDY

0.00 Outdoor Education and Rationale

1.00 Emergence of OTE program at NIU and Taft

- 1.1 Purposes of OTE program
  - 1.11 President's philosophy
  - 1.12 Departmental aims and objectives
- 1.2 Acquisition of site and facilities
  - 1.21 Site
    - 1.211 Original site
    - 1.212 New addition
  - 1.22 Building renovation
  - 1.23 Plant and building additions

- 1.3 Aspects of earlier OTE experiences
  - 1.31 Earliest experiences
  - 1.32 Variations of experiences
  - 1.33

- 1.4 Staff acquisition and utilization
  - 1.41 Utilization of staff at various stages of program
  - 1.42 Growth of staff

- 1.5 Graduate program in OTE
  - 1.51 Rationale for program
  - 1.52 Changes and shifts in graduate program
  - 1.53 Students served in graduate program

- 1.6 Summer program
  - 1.61 OTE program in summer
    - 1.611 Courses offered
    - 1.612 Students
    - 1.613 Staff

- 1.7 Departmental Status
  - 1.71 Reason for departmental status
  - 1.72 Effect of departmental status

- 1.8 Present OTE experiences and summer session
  - 1.81 Junior and senior block experiences
    - 1.811 Time and program
    - 1.812 Numbers served
    - 1.813 Staff participation
  - 1.82 Current summer program
    - 1.821 Courses offered
    - 1.822 Students

2.00 Projections for Taft Campus use for 1966-67 - 1971-72 and 1976-77

- 2.1 Undergraduate OTE program
  - 2.11 Academic year
    - 2.111 Kind and extent of experiences
    - 2.112 Numbers of students and pupils to be handled
  - 2.12 Summer Session
    - 2.121 Kind and extent of experiences and course work
    - 2.122 Numbers of students and pupils expected

- 2.20 Graduate Program in OTE
  - 2.21 Academic year
    - 2.211 Kind and extent of experiences and course work
    - 2.212 Number of students
  - 2.22 Summer Session
    - 2.221 Kind and extent of experiences and courses to be provided
    - 2.222 Number of students

- 2.30 Taft Campus use by other departments and colleges
  - 2.31 Academic year
    - 2.311 Departments expecting to use Taft and extent of such use
    - 2.312 Number of pupils to be accommodated and manner in which to be handled

  - 2.32 Summer Session
    - 2.321 Departments to be using Taft and courses to be provided
    - 2.322 Requirements of other departments in terms of students to be accommodated and facilities needed
- 2.40 Taft Campus use by non-university groups

- 3.00 Positions for developing and using Taft Campus
  - 3.1 Land and natural features
    - 3.11 The "conflict" between preservation and use
    - 3.12 Establishment of special use areas
      - 3.121 Natural or limited use areas
      - 3.122 Demonstration areas
        - 3.1221 Plantings -- Arboretum
        - 3.1222 Farm -- agricultural
        - 3.1223 Conservation practices
        - 3.1224 Succession areas
        - 3.1225 Erosion areas
        - 3.1226 Bird trapping
        - 3.1227 Animal encouragement
      - 3.123 Involvement areas
        - 3.1231 Fossils
        - 3.1232 Digging
      - 3.124 Supply areas (for collections)
    - 3.13 Student and pupil use of natural and managed areas
      - 3.131 Collections

3.132 Observation
3.133 Experimentation
3.134 Constructions
3.135 Trapping
3.136 Safety
3.14 Faculty and staff use of land
3.141 Research projects
3.142 Teaching
3.143

3.2 Facilities
3.21 Housing and dining facilities by OTE and other groups
3.22 Use of educational facilities by OTE participants
3.23 Use of education facilities by other NIU departments and off campus groups

4.00 The land - and other natural features of Taft
4.1 Soil
4.2 Fauna and Flora
4.3 Geology of area

5.00 Facilities now at Taft (Unnatural resources)
5.1 Buildings: Size, condition, capacity
5.11 Administration and service
5.12 Instruction
5.13 Student housing and feeding
5.14 Staff housing

5.2 Equipment
5.21 Administration and service
5.22 Instruction and research
5.23 Student housing and feeding
5.24 Staff housing

5.3 Traffic flow facilities
5.31 Roads
5.32 Parking areas
5.33 Walks

5.4 Other
5.41 Utilities
5.42 Fences and boundarys

6.00 Staff and Faculty
6.1 Civil service personnel currently authorized
6.11 Job descriptions
6.12 Assignments

6.2 Faculty currently authorized and present assignments

7.00 Proposals for land use and facilities development
  - 7.1 Proposed land use and development
  - 7.2 Proposals for additional buildings and facilities
  - 7.3 Proposals for faculty and civil service increases

APPENDIX - B

LORADO TAFT FIELD CAMPUS

Oregon, Illinois

Facilities Use Policy, (1967-68)

Lorado Taft Field Campus of Northern Illinois University recognizes its obligation to provide educational services to various University and professional groups to the extent that facilities and resources permit. This obligation involves use of its campus physical facilities for educational meetings, conferences, institutes and short courses, provided such gatherings do not interfere with regular academic programs or with the housing of regularly enrolled students.

The use of facilities of Lorado Taft Field Campus is restricted to the following:

Educational meetings sponsored by schools or departments of the institution;

Educational meetings sponsored by schools or departments of the institution in conjunction with outside organizations;

Professional, scientific, and learned organizations having state or national recognition;

Educational organizations which are professionally recognized or have a direct relationship to elementary or secondary schools or to colleges and universities, either public or private;

Organizations other than educational which present programs that are directly related to institutional academic programs or that make use of the academic resources of the institution;

Student groups which have membership representation at the institution or the meetings of which have a relationship to academic programs or to campus activities;

Meetings, short courses, institutes, and conferences requiring facilities unique to those of the institution.

Priority for approval for the use of Lorado Taft Field Campus facilities is as follows:

1. Educational meetings sponsored by the University or its colleges;

2. Educational meetings sponsored by the University or its colleges in conjunction with outside organizations;
3. Meetings fulfilling university requirements sponsored entirely by outside organizations;
4. Student organizations and events.

Facilities at the Taft Campus are limited. Thus, the maximum number of participants in any group is limited first by the number of beds in the dormitories (124), and second by the ratio of men and women.

Rates for conference participants are available from the Director of Lorado Taft Field Campus, but the following is a guideline for computing costs: Registration fee for each participant $6.25; breakfast 75 cents; lunch $1.50; dinner $2.50; and lodging $4.00. (Example: A conference beginning Friday with dinner and ending Saturday after lunch would cost each participant $15.00.)

Procedures for Scheduling Meetings and Conferences

1. Those in charge of planning meetings and conferences should contact the Director of the Lorado Taft Field Campus, Box 299, Oregon, Illinois. The phone number is 732-2111.
2. If the organization has not previously met on the Taft Campus, a formal letter of request for facilities should be written to the Director.
3. Three copies of a formal contract for use of campus facilities must be signed by the official applying for the organization, Director of Taft Campus, and the Taft Campus Coordinator of Conferences.

APPENDIX - C

TAFT CAMPUS ADMINISTRATIVE ORGANIZATION, OTE FACULTY AND CIVIL SERVICE JOB DESCRIPTIONS

Faculty

Director: The Director shall be the chief executive officer of the Lorado Taft Field Campus. He shall be responsible to the Dean of the College of Education and the Director of the Division of Business Services. He shall be responsible to the administration for the development of a quality program of outdoor teacher education, its continued improvement and growth, as well as the growth and improvement of the Oregon Campus of the University.

The responsibilities of the Director are to:

1. Determine the internal policy
   a. Promotions, retention, and salary concerns of staff, and service groups.
   b. Handle all travel allocations, instate-out of state, and use of state cars.
   c. Excuse personnel from duty with blocks, seminars, workshops, university meetings, consultant work, illness, public speaking engagements, etc.
2. Manage all finances, inventories, internal budget trust fund and other fees allocated to and paid into or out of the Field Campus trust fund.

3. Attend Senate and Faculty meetings as required.

4. Delegate responsibility for servicing all conference, workshops, and other special meetings to Administrative Assistant.

5. Consultant work to be delegated to staff personnel as need arises.

6. See that all divisions of the Field Campus function effectively and are coordinated into a desirable program of educational experiences.

7. The following supervisors are responsible to the Director for the proper functioning of their departments:
   a. Food Service
   b. Building and grounds
   c. Business Office

8. Sanction special university classes to be held at Taft Campus or in extension, and outdoor teacher education courses scheduled on main campus or in extension.

Administrative Assistant: The Administrative Assistant shall be the assistant executive officer. He shall assume necessary duties of the Director, when he is away. Major responsibilities are: 1. coordination of program to include (a) making up the yearly calendar, (b) scheduling of all university and school groups at the Field Campus, (c) working out coordination and co-working assignments with staff, (d) coordination of openhouses (parent and faculty); 2. purchasing of program supplies and instructional materials; 3. supervise instructional materials center and personnel; 4. coordinator of conferences (a) scheduling of conference groups into yearly calendar, (b) servicing conference groups during their stay (overseeing mechanical details of room arrangements and dining hall management); 5. share in being "on duty" at the Field Campus during regularly scheduled university vacation periods and weekends; 6. assign individuals to week and weekend duty responsibilities; 7. other "special administrative tasks" as delegated by the director. This position is one-half time administrative; half-time teaching.

Coordinator of Summer Session: Major responsibilities are: 1. make up summer session course schedules; 2. write and supervise publication and mailing of summer session brochure and related publicity. Write copy for summer session catalog; 3. handle summer session registration which includes (a) make up registration forms, (b) handle special registration problems i.e., student correspondence regarding course load, teacher certification, housing, etc., (c) supervise details of final registration on first day of each session; 4. supervise dining hall during summer session; 5. arrange for class meeting places; 6. share in being "on duty" at the Field Campus during regularly scheduled university vacation periods and weekends. This position warrants one-fourth reduced load from September to June and reduction of teaching load (one course) during summer session.

Director of Publicity and Publications: Major responsibilities are: 1. edit Taft Campus Newsletter; 2. write weekly news items for distribution through regional services; 3. develop a program of expanded public relations; 4. supervise the mailing of all publications and/or publicity related to the above tasks. This position warrants one-fourth reduced load from September to June.

Faculty responsibilities: 1. Planning with University groups (Elementary Education and Women's Physical Education); Each education group that comes to the Field Campus is coordinated by one of the Taft staff. This coordination involves planning with the block instructor on the main campus and with the students. This usually requires one or more meetings depending on whether it is a junior or senior seminar group. The coordinator is also responsible for the group when it arrives at the Taft Campus. 2. Teaching at the Field Campus: Each junior group during its initial outdoor teacher education experience will have planned a series of outdoor education activities. The Taft staff is responsible for teaching these activities. The morning activities and the afternoon activities are frequently field trips. During the senior experience the Taft staff act as resource persons for the seniors who are working with the fifth or sixth graders. 3. Planning with the elementary classroom teachers for a week of resident outdoor education: A staff member is designated to help the elementary classroom teacher and her students prepare for the week of outdoor school. This may be done in one or more visits to the classroom. It also includes a parents' meeting. 4. Teach certain evening courses on the main campus and/or extension courses: The Outdoor Education Department will, from time to time, be offering courses on the main campus. The instructors for these courses will be Taft staff members. 5. Teach in the summer school program at the Field Campus (optional): The summer school program at the Taft Field Campus will be taught by the Lorado Taft staff. Summer session runs for eight weeks. 6. Public school systems and individual schools within the systems may, from time to time, request our services in outdoor education. Faculty are expected to make trips to the school systems to give advice and help in training teachers. This may also include helping with teacher training workshops. 7. All members of staff will be assigned to administrative duties of the following type: (a) write weekly news items for the local paper, (b) compile monthly and annual bird banding records, (c) order program supplies, (d) be in charge of Field Campus library, which includes ordering new books and periodicals, (e) be in charge of the craft shop, (f) be responsible for recreation equipment and supplies, (g) be responsible for upkeep and repair of A-V and science equipment. 8. Staff members are encouraged to become members of professional organizations related to their work and are encouraged to write for professional publications.

Civil Service Personnel

Building and Grounds Supervisor (1): Function of job - under administrative supervision, to perform responsible supervisory work in the maintenance and repair of buildings and grounds. Characteristic duties and responsibilities are: (1) supervise, inspect, and report regarding work of custodians and maintenance crews, (2) supervise the seeding, fertilizing, rolling, and cutting of lawns, (3) supervise planting, trimming, and pruning of shrubs and trees, (4) supervise care of all athletic and recreation areas, (5) maintain personnel and employment records for the department, (6) direct and inspect the work of employees in order to maintain standards of performance, (7) perform related duties as assigned. Supervision received and given: oral and written instructions are received from the principal administrative officer of a physical plant. Employees in this class assist in the supervision, coordination, and administration of the department.

Maintenance Repairman (5): Function of job - under general supervision, to perform a variety of semi-skilled manual tasks, some of which may be in the mechanical or building trades, but requiring knowledge and skill below the journeyman level. Characteristic duties and responsibilities are: (1) maintain and make operating repairs to electrical equipment and appliances, oil burners, gas stoves, and refrigerators, (2) repair and install locks, make keys, sharpen shears, knives, and needles, (3) make adjustments and minor repairs to boilers, stokers,, and coal and ash conveyors, (4) perform carpentry, masonry, painting, roofing, and plumbing tasks below the journeyman level, and do acetylene and electric welding of a simple nature, (5) repair and lubricate elevators and laundry machinery, (6) perform related duties as assigned. Supervision received and given: oral and written instructions are received from a supervisor who is responsible for the coordination or required work. Employees in this class generally have no supervisory responsibilities.

Chief Clerk (1): Under general supervision, to be responsible for clerical operations, in connection with the operation of an administrative or academic unit, exercising original judgment, discrimination, and independent thought. Characteristic duties and responsibilities are: (1) be responsible for the operation of an office and supervision of office staff, (2) develop and initiate office forms and procedures, (3) assist superior in making decisions on personnel problems, (4) perform minor research or statistical work as assigned, (5) collect data and prepare rough drafts of reports, (6) answer correspondence and sign superior's name to same, as well as on forms, requisitions, vouchers, and similar papers, (7) assist in budget preparation, (8) keep departmental budget accounts, (9) give out authoritative information, (10) relieve immediate superior in handling many personal contacts, (11) schedule and arrange appointments and conferences for superior, (12) be responsible for the safety, repair, maintenance, and inventory of departmental equipment, and for the safety and security of departmental records, cash, and valuable documents, (13) perform related duties as assigned. Supervision received and given: oral and written instructions are received from designated administrator(s) or academic staff member(s). Employees in this class may supervise a clerical staff of lower rank.

Secretary II (1): Under general supervision, to be responsible for the performance of stenographic and clerical work, involving the exercise of independent judgment and/or the supervision of clerical or stenographic staff of lower rank. Characteristic duties and responsibilities are: (1) take and transcribe difficult dictation including technical manuscripts, tabulations, statistical data, and subject-matter. Transcribe similar materials from dictating machine, (2) supervise the work of clerical staff of lower rank in the office, (3) be responsible for files, payrolls, and general office routine, (4) compile data for reports, (5) arrange appointments and conferences, (6) give out information as directed, (7) compose routine correspondence, (8) receive callers, (9) operate office and/or duplicating machines as required, (10) prepare materials for mailing, (11) handle cash and other valuables, (12) keep expenditure and income accounts, (13) perform related duties as assigned. Supervision received and given: oral and written instructions are received from a designated supervisor. Employees in this class may supervise small or moderate sized staff of lower rank.

Food Administrator II (1): Under general supervision, to perform supervisory duties of a food service operation. Characteristic duties and responsibilities are (1) be in charge of a dining room, (2) train and supervise dining room and kitchen employees, (3) assist in the planning of menus, (4) assist in food preparation, (5) supervise serving of food, (6) arrange work schedules, (7) assist in planning and serving banquets and special functions, (8) be responsible for the general appearance and operation of a dining room, (9) perform related duties as assigned. Supervision received and given: oral and written instructions are received from a supervisor who is responsible for the coordination of required work, the designation of the supervisor being dependent on the organizational structure in the operating unit. Employees in this class supervise dining room and kitchen employees as assigned.

Head Cook (1): Function of job - under general supervision, to be responsible for, and to assist in, the preparation of large-scale cooking and baking. Characteristic duties and responsibilities are: (1) supervise, instruct, and plan the work of others engaged in the preparation of large-scale regular meals and special diets, (2) assist in cooking meats and vegetables, carve meats, and assist in and supervise, preparation of salads and desserts, (3) assist in the planning of menus, (4) estimate food quantities to be cooked for a designated number of persons to be served according to menus, (5) requisition food supplies from storeroom through supervisor, (6) assume responsibility for sanitary condition of kitchens, storerooms, and refrigerators, (7) keep records and make reports, (8) prepare and bake cakes, pastries, and hot breads as required, (9) serve foods as required, (10) perform related duties as assigned. Supervision received and given: oral and written instructions are received from a supervisor who is responsible for the coordination of necessary work. Employees in this class may give oral instructions to subordinates in a food service unit.

Cooks (3): Function of job - under direct supervision to perform general cooking and baking duties. Characteristic duties and responsibilities are: (1) prepare and cook meats, fish, gravies, vegetables, cereals, soups, fruit and other forms of food, (2) prepare and cook foods for special diets from recipes formulated by a dietitian, (3) assist in supervision of Cook's Helpers and other subordinates in the food service unit, (4) assist in the preparation of salads and desserts, (5) prepare and bake cakes, pies, and hot breads as required, (6) serve foods as required, (7) clean kitchen and wash and clean kitchen utensils and equipment, (8) perform related duties as assigned.

Library Clerk III (1): Function of job - under general supervision, to be responsible for the performance of clerical library duties involving the exercise of independent judgment, and in some positions supervision of clerical and student personnel. Characteristic duties and responsibilities are: (1) be responsible for the efficient performance of clerical duties in a division of the library as assigned, (2) assist in circulation and reading room services, (3) give out information as authorized, (4) do searching in library records and bibliographic tools, (5) supervise the recording and routing of the routine types of new acquisitions, (6) do library filing, revise certain types of this filing, and make additions or changes on library records, (7) prepare statistical and time records, (8) assist in book inventory, (9) care for, and issue, supplies, (10) train, and direct, clerical and student personnel, (11) handle mail and routine correspondence, (12) repair books, (13) prepare materials for binding, (14) perform related duties as assigned. Supervision received and given: oral and written instructions are received from a designated supervisor. Employees in this class may supervise clerical and student personnel.

APPENDIX D-I

POSITIONS AND STATEMENTS OF FACULTY CONCERNING ASPECTS OF LAND USE DEVELOPMENT

Eight members of the faculty responded to the questionnaire on long range planning. These are your comments.

I. IN YOUR OPINION, SHOULD THE SEVERAL SEGMENTS OF THE CAMPUS BE ZONED FOR USE BY STUDENTS AND STAFF? WHY? HOW?

a. Special demonstration areas should be established ie. managed woodlot, prairie, farm etc. Most of the area should be left in a natural state.

b. Yes. If we don't practice conservation why list it as one of the objectives of outdoor education --

c. Yes-- Designated areas for collecting, fossil hunting and work areas -- demonstration areas.

d. Yes - some areas should be zoned for pretection and for management purposes.

e. The beauty of the campus needs to be imperative. We have done, are doing, and probably will continue to do things to the campus that will shrink the "beauty" or landscape amenities. We need a more thorough ecological survey and inventory; even marking the two or three sites where Yellow Lady Slippers grow. We lack this sort of survey, replete with topographic (drainage), rock outcrops, and soil characteristics shown clearly. We do not even have a good base map of the campus showing buildings, roads, etc. Beauty and richness of a site are often inseparable. If safeguarding the richness requires some ground rules, then we need to improvise the ground rules to insure continuance of the richness and inherent beauty.

f. No - it seems to me the areas listed, and probably others, can be established without resorting to zoning laws and regulations.

g. Yes - to preserve maximum diversity of landscape while designating certain areas for intensive use and management. We must fact the dilemma of numbers realistically. Inventory all areas and reserve a segment of each for undisturbed use as an ecological comparison.

h. I think that we should have limited zoning. By this I mean that the entire Field Campus area should be available at least to faculty to walk around, to explore, investigate without restrictions. A few specially selected areas could be zoned for limited use for students.

II. IF ZONES ARE TO BE ESTABLISHED, PLEASE STATE YOUR POSITION REGARDING:

A. RESERVING A SUBSTANTIAL PORTION OF THE CAMPUS AS A "NATURAL" OR UNDISTURBED AREA IN WHICH ONLY OCCASIONAL OR LIMITED TRESPASS IS ALLOWED.

1. Plots of 5 acres in size of each biotype would suffice as undisturbed regions.
2. I would say that we should not reserve a substantial portion as a completely undisturbed area in which only an occasional trespass is allowed. I could see relatively small portions being preserved in this way, perhaps 4 or 5 acres of our deep woods area.
3. This is a must!
4. Why substantial? Define! Some Yes -- as a good conservation practice to preserve unique resources.
5. I would like to see a large portion of the field campus be protected from cutting rock hammers, and collecting. This area should be available to groups with good trails and people encouraged to observe.
6. Only small areas should be zoned for this purpose.
7. Perhaps better to hear out from staff what we have used, would like to use, why to use, and how to use.
8. Unless we can foresee much more use by depts. other than education, or unless we intend to promote wilderness research -- I don't see the necessity for such designation. It seems that the answer might come from the section on objectives and purposes of the field campus.

B. ESTABLISHMENT OF AREAS IN WHICH ALL TYPES OF COLLECTING IS PROHIBITED, AND OTHER AREAS IN WHICH CONSIDERABLE (WITH SOME RESTRICTIONS) FREEDOM IS ALLOWED.

1. See Above (8.)
2. Do we really want to collect? What are some attitudes we may want to cultivate?
3. We need involvement and collecting areas. Through proper management it should be possible to maintain such resources indefinitely. These give children the opportunity to directly participate in the learning process.
4. Yes -- particularly for rock hammers, and plant collections.
5.
6. Collections should be discouraged in general, except in those cases of unusual abundance as selected species of insects, leaves of trees, etc.
7. I believe that we should have a few areas in which no collecting whatsoever is the policy. Other areas in which there would be limited

collecting, i.e. twigs, flowers. Things such ass birds nests, I believe should be left undisturbed so that all may have an opportunity to observe construction and habitat.

8. If renewable resources were planned and managed continued collecting could be permitted. A truck load of fossils in a designated area would afford many more the possibility of discovery than our picked over gully.

C. DEVELOPMENT OF SEVERAL TEACHING STATIONS AT REMOTE AREAS OF THE CAMPUS (SAY FOR SOILS, WEATHER, WILDLIFE, ETC.)

1. These could be part of a standardized approach to research to collect ecological data that could significantly enrich our interpretation of landscape and natural phenomena. If you feel your freedom is thereby restricted, don't use them.
2. Yes, I would like the idea of developing several teaching stations.
3. This could add greatly to the program -- it might also have the effect of getting groups outdoors for greater periods of time -- more complete studies could be accomplished outdoors.
4. Lets try it. Then we will know.
5. I would like to see some experimentation with one or two before going into this too deeply.
6. Yes -- this should get our students and staff away from the building area of the campus and outdoors a greater part of the time, should broaden horizons, and reduce the pressure on the gully.
7. Teaching stations can be set up anywhere, with or without paraphernalia or structures. Some soil pits could be dug, but this may militate against certain freedoms of investigation. However, let it be tried.
8. These could be helpful, but I think we'd need to determine the exact nature of such "stations" in relation to the purposes of our OTE program.

D. CONSTRUCTION AND DEVELOPMENT OF TEACHING AREAS OR SITES (SUCH AS PONDS, DEMONSTRATIONS OF SOIL CONSERVATION PRACTICES, TREE FARMS, SUCCESSION AREAS, PRAIRIE AREAS, ETC.)

1. Same as above (8.)
2. Ponds and even a marsh-like pond would be excellent additions -- if we have suitable sites.

Most soil conservation demonstrations can be seen elsewhere, although we have certain kinds already on our land. A very small tree farm (cut our own Christmas trees) and undertake certain practices and measurements would be of interest. Better to have some management in the cut-over area. Succession areas are universal on the campus, but could set up, in replication, a ten or twenty-year succession plot series. We have five potential prairie sites -- four of them can be handled fairly easily.

3. Yes -- to provide experiences with as many of the kinds of outdoor resources available to teachers as possible.
4. In a limited way -- not as a major emphasis.
5. Yes
6. Yes!
7. Yes, I would like to see a portion or portions of the new area devoted to the establishment of prairie area, succession area, perhaps a tree farm.
8. One of each would be desirable. Perhaps a few more would be even better.

E. CONSTRUCTION OF ADDITIONAL TRAILS FOR ACCESS PURPOSES TO UNUSED PORTIONS OF THE CAMPUS, AND ALSO AS TEACHING AND DEMONSTRATION DEVICES (TREE, GEOLOGY, COMPASS, ETC. TRAILS)

1. Yes.
2. Yes, a full range of trail examples would be desirable if the educational potential were researched on a continuing basis.
3. Yes, I would like to see additional trails developed for special purposes, i.e. a demonstration nature trail, a portion of which might be devoted to teaching, another section for testing, another section to demonstrate self guiding possibilities. We could have several compass trails developed, a birds nest trail, a trail that would lead on to discovering some of nature's oddities and so on.
4. Yes -- except that some areas should be left natural -- without trails -- to be determined in a master plan of the outdoor resources.
5. Yes for a few trails leading east and northeast. No to trails with a specific purpose -- trees, geology.
6. Yes -- to all areas of the campus to distribute the pressure and to provide examples of their use.

7. To the extent that they are consistent with our

purpose as a department.

8. Trails need to be thought out more carefully as to location, content, method of marking and use of signs, etc. Sometimes better to have unmarked trails and leave much of the interpretation up to group using it at moment. Again, perhaps we need to do some experimenting with interpretive devices and methods. But, let's think out as carefully as we can, what we do on laying out trails. We need more research on trails and the relationship of interpretation to education. We've had tree trails, compass trail, and geology trail -- what has happened to them?

ADDITIONAL COMMENTS:

How about some portable classrooms for use by other segments of the University? Our offerings could be enriched if our non-technical people could rub elbows with the so called technicians. The wear and tear of elbow-rubbing can reduce many barriers if the friction points are appropriately lubricated. E.g. share technical information and ways of making such data useful to the public through seminars and the like. Mutual respect would help the educationalists a good bit, lets work toward it.

Regardless of "zoning," restrictions, etc., any one group can, in accordance with its values or those of its leaders, destroy by what some other group or leader deems of value if left alone. This campus is fairly tough, but each removal, for whatever purpose, leads to some depletion. (Modified man in a modified environment -- just how far do we go in modification? Whose value system, or what value system do we apply?)

APPENDIX D-II

REQUEST TO FACULTY FOR ZONING AND LAND USE PROPOSALS

FROM: LONG RANGE PLANNING COMMITTEE

REASON: LAND USE AND DEVELOPMENT OF CAMPUS

Attached is (1) an outline map of the field campus showing boundaries, the drainage pattern, cultivated fields etc., and (2) a statement generally acceptable to the members of the Long Range Planning Committee relative to the development and use of the campus land resources. (Some members of the faculty received an earlier draft or version of this statement.)

Implementation of the positions set forth in this statement or incorporating them into a specific plan or program is a subsequent step facing the faculty and this committee. As is evident, the position is taken that campus planning and development involves varying degrees of zoning (An area set aside as a pine plantation cannot also serve as a succession area, or acreage in which students are allowed to collect specimens or make constructions are not likely to serve well as "undisturbed areas.").

You are asked to provide (in writing) your views concerning this statement and your recommendations about the ways various campus areas should be used or zoned by using some kind of color or shading code to mark them on the map. In effect, if you believe a certain portion of the campus should be treated as a managed woodlot, shade in the appropriate area on the map. Other areas and zones you might want to designate are:

a. "Natural" or undisturbed areas (Suggested color: Black)
b. Succession Plots (Orange)
c. Erosion and Conservation demonstration plots (Green)
d. Possible location for a pond (Yellow)
e. Areas in which certain types (specify) of trees or crops should be planted (Brown)
f. Scenic or beauty spots that should be preserved or protected (Red)
g. Location of needed trails or roads (Pencil)
h. Location of shelters or field teaching stations or sites. (Pencil)
i. Involvement areas of various types (Pen)
j. Others --- Others

Your maps and suggestions will subsequently be used by the planning committee as the basis for recommendations about the use of various sites on the campus and will be made a part of the long range development plan.

We would appreciate your suggestions and maps by January 22, 1968.

Please be specific in describing your proposals. (If you want a soils teaching station established -- say so.)